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ABSTRACT

Designed for distribution to administrators, faculty, and staff at John Tyler Community College (JTCC), this report provides a compilation of research briefs on current and former students, faculty, and staff. The following research summaries are presented: (1) 1983-84 Facts and Figures, which includes statistics on student characteristics and college programs; (2) A Preliminary Analysis of Curriculum Headcount, Fall 1983 and Fall 1984; (3) Watkins Annex: An Analysis of 1984 Fall Quarter Enrollment; (4) A Comparison of Fall Headcount Enrollment for the Virginia Community Colleges (VCC), 1983 and 1984; (5) A Comparison of Summer, Fall, and Winter Quarter Enrollments, 1983 and 1984; (6) First-Time Student Applications, Acceptances, and Actual Enrollment, Fall 1984; (7) 1984 Graduate Follow-Up Study; (8) Full-Time Equivalent Students at JTCC and in the VCC's, 1984-85; (9) A Comparison between Fall Enrollment at JTCC and in the VCCs, 1977 and 1984; (10) JTCC's Counseling Center; (11) Why They Don't Come Back: A Study of Non-Returning Students, Winter 1985-Spring 1985; and (12) A Comparison of Student Enrollment (Unduplicated Headcount and Full-Time Equivalent Students), 1983-84 and 1984-85. (LAL)

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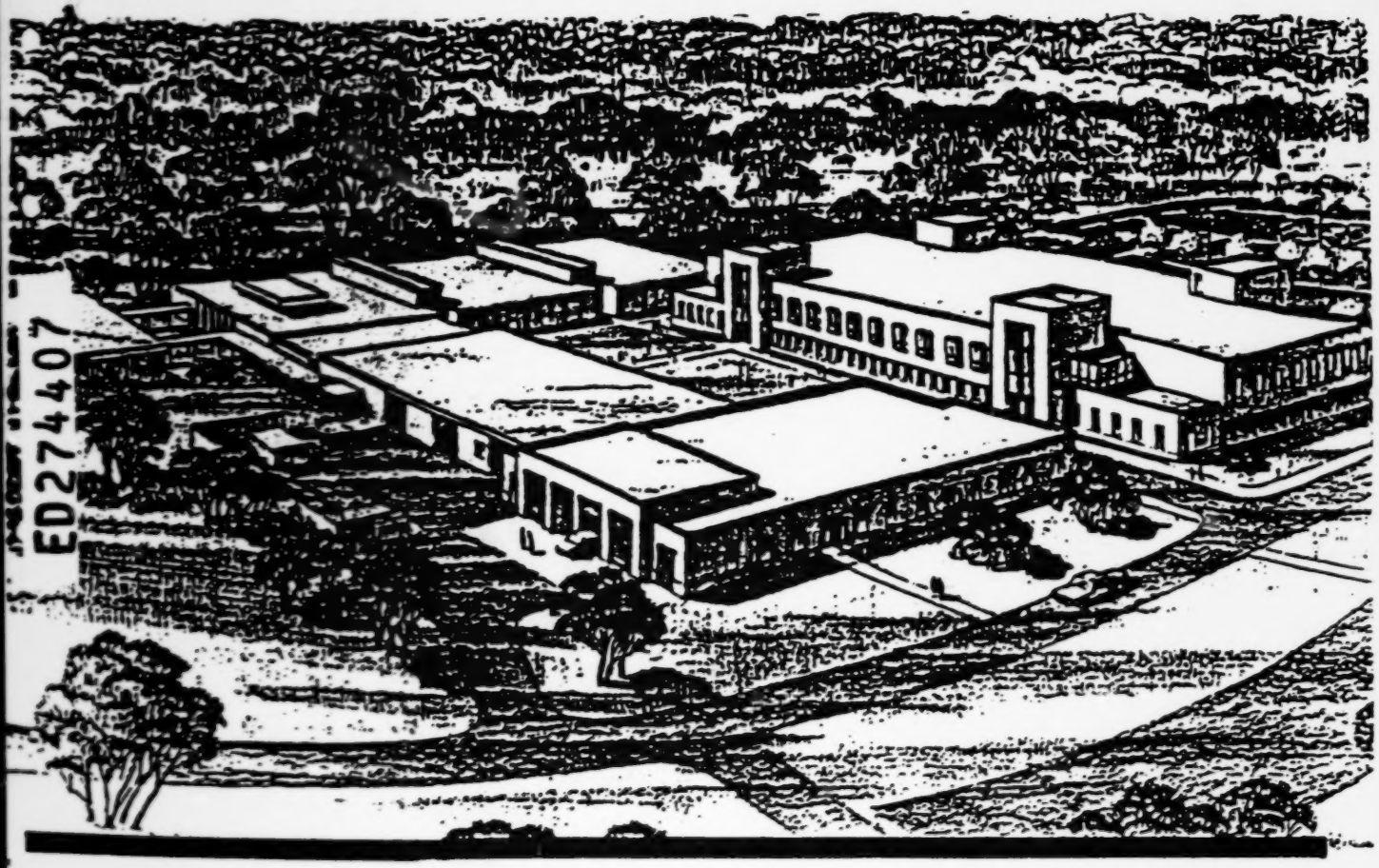

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Know the facts

VOLUME III

ISSUES 84-9 THRU 85-8

John Tyler Community College • Chester, Virginia 23831

CAROL S. HOLLINS, COORDINATOR
OFFICE OF INSTITUTIONAL RESEARCH

PREFACE

The Office of Institutional Research is pleased to present its third edition of "KNOW THE FACTS," a compilation of research briefs about John Tyler Community College. This medium has proven to be an effective means of distributing research facts to administrators, faculty, and staff at the College whose time is at a premiun. These fliers are also distributed to persons outside the College who have an interest in community college trends and practices.

This idea has been shared with researchers at other two-year and four-year colleges and universities whose need has been to enhance internal communications. Many have attested to the value of this method as a useful one to employ in a college or university setting. While the traditional factbook has multiple uses--as a resource document, a record of college history, and a public relations piece--it seems that the research brief is read by a larger percentage of the intended audience.

As we begin the 1985-86 academic year, the office will continue to compile "KNOW THE FACTS" to highlight information on students, faculty, and staff. In addition, the office has begun work on an institutional factbook entitled "KNOW ALL THE FACTS." This document is scheduled for publication in January, 1986.

The Office of Institutional Research continues to value your comments and suggestions for improvement. Please drop us a line or give us a call.

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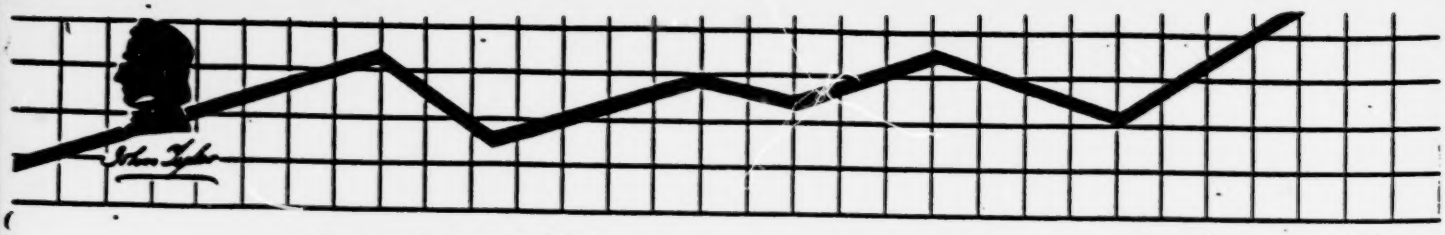

Research Report 84-9 September 28, 1984

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1983-84 FACTS AND FIGURES

	Summer 1983	Fall 1983	Winter 1984	Spring 1984
Full-time	213	1,140	912	756
Part-time	1,666	3,192	2,832	2,622
Males	746	1,791	1,550	1,325
Females	1,133	2,541	2,194	2,053
Day	1,296	2,652	2,441	2,126
Evening	583	1,680	1,303	1,252
Total Student Headcount	1,879	4,332	3,744	3,378
Full Time Equivalent Students (FTES)	718	2,123	1,799	1,585

Degree Programs Offered

Transfer	5
Occupational/Technical	14
Certificate	7

Tuition (Effective Summer 1984)

In State	$15.25/credit hour, $686.25/year based on 15 hrs
Out of State	$66.00/credit hour, $2,970/year based on 15 hrs

Financial Aid - Twenty-five percent of students are on financial aid, which includes Pell Grants, Guaranteed Student Loans, National Direct Student Loans, Supplemental Education Opportunity Grants, and College Work-Study Programs.

Student-Teacher Ratio - 18:1

Faculty

Full-time Instructional	78
Administrative Faculty	19
Part-time Instructional	170

Academic Divisions

Division of Business
Division of Communications & Social Sciences
Division of Engineering Technology
Division of Mathematics, Natural Science, & Allied Health

Buildings

Goyne Hall (Administrative)
Bird Hall (Instruction)
Godwin Hall (Engineering Technology)
Moyar Hall (Academic & Student Services offices, classrooms, labs, and Library)

Actual M & O Expenditures (Fiscal 1984)

$5,640,870

STUDENT CHARACTERISTICS
1983-84
(Annual Unduplicated Headcount)

Day/Evening FT/PT	Full-time		Part-time		Race	N	Pct
	N	Pct	N	Pct			
Day	1,146	99	3,213	53	White	5,464	75
Evening	13	1	2,874	47	Black	1,539	21
					Other	243	3
Total	1,159	100	6,087	100	Total	7,246	99*

Sex & FT/PT by Program	Male		Female		Full-Time		Part-Time	
	N	Pct	N	Pct	N	Pct	N	Pct
Unclassified	1,522	52	2,307	53	134	11	3,695	61
Occupational/Tech.	1,246	42	1,756	41	880	76	2,122	35
College Transfer	167	6	247	6	145	13	269	4
Developmental			1				1	
Total	2,935	100	4,311	100	1,159	100	6,087	100

Age	Full-time	Part-time	Day	Evening	Pct	
Under 18	4	26	20	10	0.4	
18-21	461	789	978	272	17.3	
22-24	198	785	622	361	13.6	Median
25-34	359	2,253	1,485	1,127	36.0	Age =
35-44	109	1,427	808	728	21.2	28 years
45-59	28	711	384	355	10.2	old
60 & Over		96	62	34	1.3	
Total	1,159	6,087	4,359	2,887	100.0	

Residence	N	Pct	Major Curriculum Area	N	Pct
Amelia	54	1	No Major	3,830	53
Charles City	20		Health	689	10
Chesterfield	2,696	37	Business	1,494	21
Dinwiddie	329	5	Public Service	227	3
Prince George	391	5	Liberal Arts-Education	316	4
Surry	42	1	Science	51	1
Sussex	121	2	Engr. & Industrial	639	9
Colonial Heights	610	8			
Hopewell	645	9			
Petersburg	973	13			
Richmond	878	12			
Total	6,759	93	Total	7,246	101*
Out of District/State	487	7			
Grand Total	7,246	100			

*Rounding Error

STUDENT CHARACTERISTICS, Continued

Type of Program	N	Pct	Degree	N	Pct
Unclassified	3,829	53	AA/AS	414	12
Occupational/Tech.	3,002	41	AAS	2,717	80
College Transfer	414	6	Diploma/Certificate	285	8
Developmental	1				
Total	7,246	100	Total	3,416	100

Objectives of Unclassified Students	N	Pct
Upgrading Skills - Present Job	1,824	48
Developing Skills - New Job	457	12
Career Exploration	68	2
General Knowledge	959	25
Transient Student	49	1
Non-Degree Transfer Student	123	3
High School Student	70	2
Curriculum Requirement Pending	273	7
Restricted Enrollment	6	
Total	3,829	100

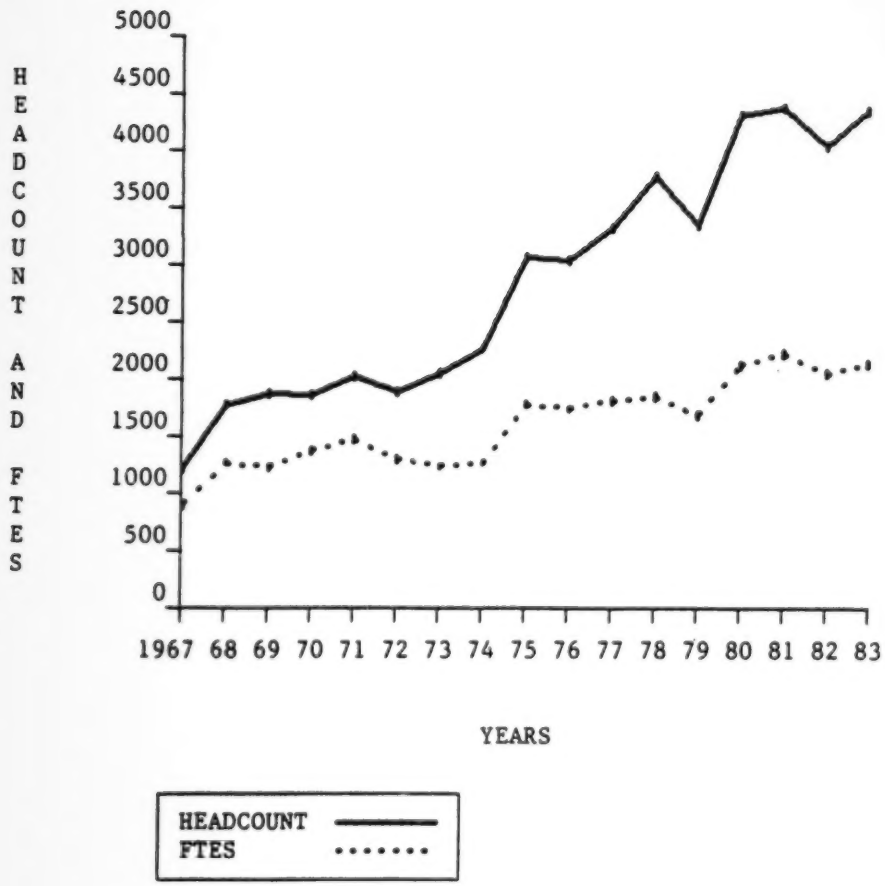
Highest Enrolled Curriculums for FULL-TIME Students by Degree

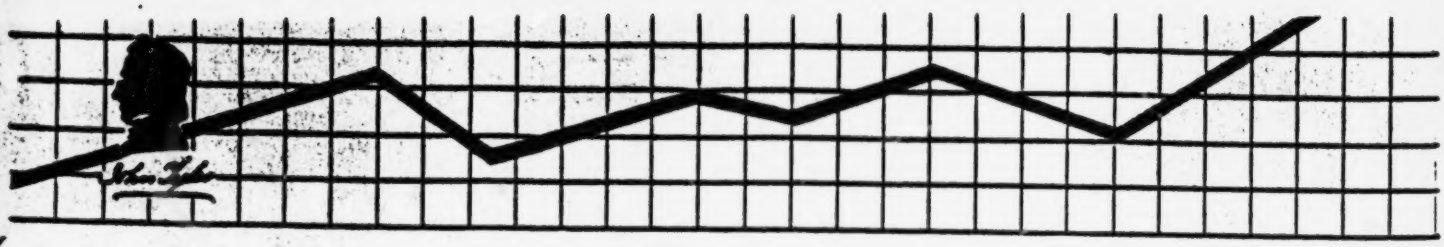
AA/AS	AAS	Diploma/Certificate
Business Administration	Data Processing	Child Care
General Studies	Nursing	Clerical Studies

Highest Enrolled Curriculums for PART-TIME Students by Degree

AA/AS	AAS	Diploma/Certificate
Business Administration	Data Processing	Child Care
	Nursing	
	Management	
	Electronics	

A GRAPHIC COMPARISON OF
FALL STUDENT HEADCOUNT & FTES AT JTCC
1967 TO PRESENT





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Research Report 84-10 October 22, 1984

A PRELIMINARY ANALYSIS OF CURRICULUM HEADCOUNT FALL 1983 & FALL 1984

Fall Quarter 1984 enrollment declines were pervasive throughout the Virginia Community College System. John Tyler Community College was no exception with an approximate 10 percent decrease in student headcount enrollment and 15 percent decrease in full-time equivalent students.

A preliminary comparison of curriculum headcount enrollment for Fall 1983 and Fall 1984 is shown below:

- Unclassified - The greatest increase in unclassified students was observed among those who are developing job skills (up by 92 students or 45 percent). The only other increases among unclassified students were in high school students (up by 32 students or 133 percent) and transient students (up by 4 students or 29 percent). Decreases in unclassified students were (in descending order): Upgrading Employee Skills (down by 207 students or 22 percent), Personal Satisfaction (down by 120 students or 23 percent), Career Exploration (down by 7 students or 15 percent), Pending Curriculum (down by 3 students or 5 percent), and Restricted (down by 2 students or 50 percent). No change was observed in the number of students auditing classes during this period.

- Transfer - Only two transfer curriculums had an increase in students: Business Administration (up by 24 students or 19 percent) and Liberal Arts (up by 5 students or 22 percent). Decreases were observed in the following transfer programs: General Studies (down by 15 students or 21 percent), Education (down by 7 students or 9 percent), and Science (down by 6 students or 13 percent).

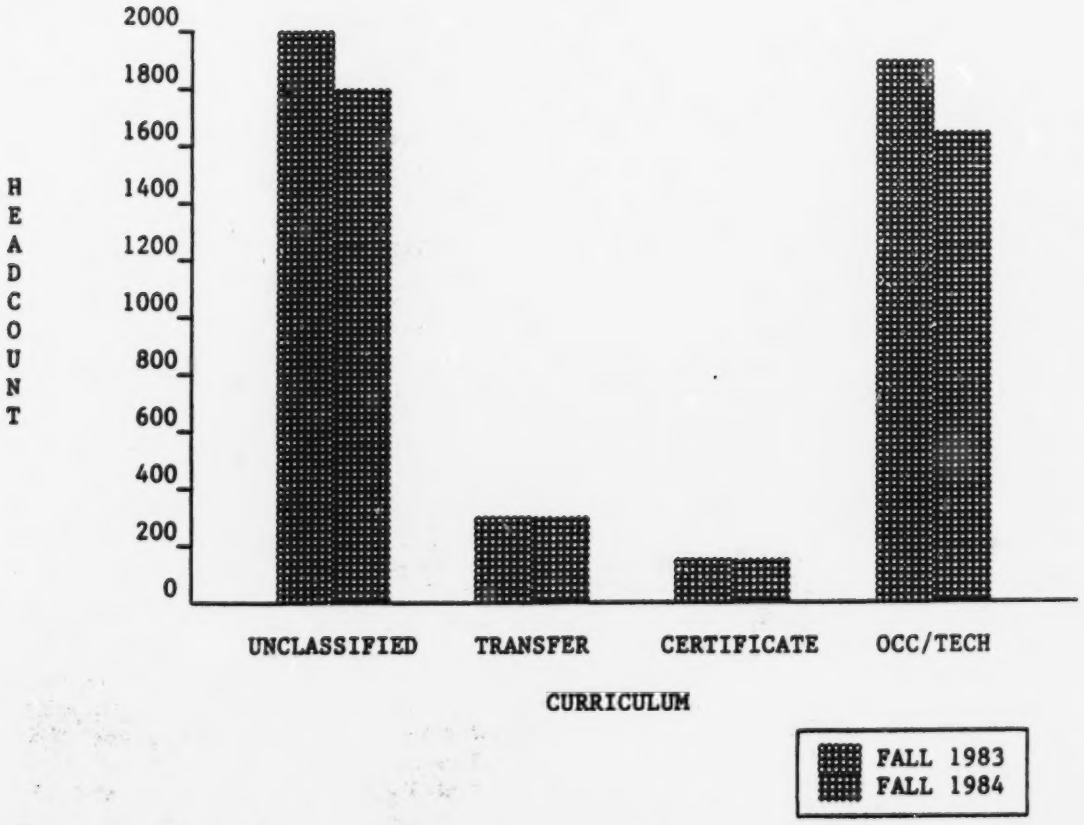
- Certificate - Only two Certificate programs experienced very modest increases in student headcount. They were: Machine Shop (up by 2 students or 13 percent) and Teacher Instructional Aide (up by 1 student or 17 percent). Decreases occurred in the following programs: Child Care (down by 20 students or 26 percent), Welding (down by 9 students or 53 percent), Clerical Studies (down by 6 students or 18 percent), Automotive Tune-Up (down by 6 students or 43 percent), and Building Construction (down by 1 student or 17 percent). Due to the termination of the Food Services program and the new Career Studies Program, comparisons were inappropriate for the period covered.

- Occupational-Technical - Modest increases were observed in the following A.A.S. programs: Management (up by 10 students or 5 percent), Secretarial Science (up by 5 students or 8 percent), and Funeral Services (up by 2 students or 3 percent). Thirteen of the 18 programs listed experienced decreases in enrollment compared to last fall. They included: Data Processing (down by 100 students or 21

percent), Nursing (down by 49 students or 12 percent), Automotive (down by 19 students or 26 percent), Mental Health (down by 16 students or 52 percent), Accounting (down by 14 students or 16 percent), Electronics (down by 14 students or 11 percent), Police Science (down by 11 students or 15 percent), Architecture (down by 8 students or 17 percent), General Engineering (down by 8 students or 10 percent), Beverage Marketing (down by 3 students or 20 percent), Civil Engineering (down by 3 students or 75 percent), Human Services (down by 2 students or 3 percent), and Industrial Engineering (down by 2 students or 67 percent). Comparisons are inappropriate in the Hotel & Restaurant Institutional Management program which terminated a year ago and the Instrumentation program which commenced as a new major last year.

The total college headcount was down by 479 students or 11 percent. It should be noted that the foregoing figures are preliminary. Additional comparative data by curriculum are available upon request.

A GRAPHICAL COMPARISON
OF FALL HEADCOUNT ENROLLMENT
BY CURRICULUM
FALL 1983 & 1984

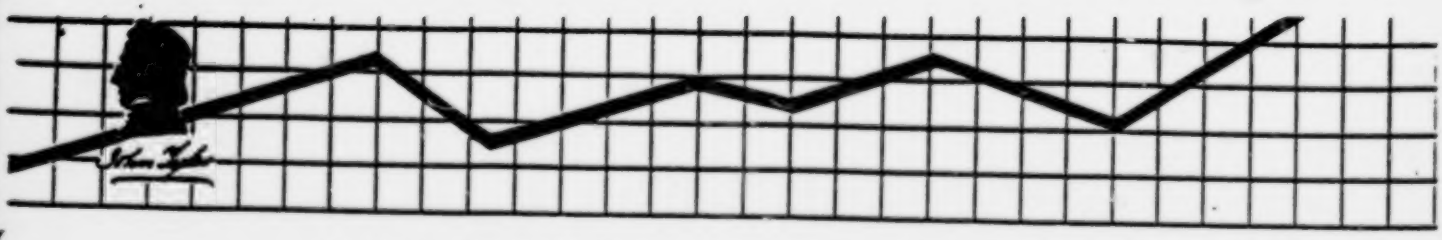


A PRELIMINARY COMPARISON OF FALL HEADCOUNT ENROLLMENT
BY DEGREE AND CURRICULUM
FALL 1983 & 1984

	CURRICULUM	FALL 1983	FALL 1984	NO. & PCT. CHANGE N	PCT
UNCLASSIFIED	021 - Upgrade Empl Skills	940	733	(207)	(22.0)
	022 - Devel Job Skills	206	298	92	44.7
	023 - Career Exploration	48	41	(7)	(14.6)
	024 - Personal Satisfac	534	414	(120)	(22.5)
	025 - Transient	14	18	4	28.6
	026 - Non Degree	63	60	(3)	(4.8)
	027 - High School	24	56	32	133.3
	028 - Pending Curriculum	188	182	(6)	(3.2)
	029 - Restricted	4	2	(2)	(50.0)
	030 - Audit	6	6	-	N/C
TRANSFER	213 - Business Adm	128	152	24	18.8
	625 - Education	33	26	(7)	(9.1)
	628 - Liberal Arts	23	28	5	21.7
	699 - General Studies	72	57	(15)	(20.8)
	880 - Science	38	33	(5)	(13.2)
CERTIFICATE	218 - Clerical Studies	33	27	(6)	(18.2)
	221 - Career Studies*	-	2	-	N/A
	241 - Food Service**	2	-	-	N/A
	629 - Tech Ins Aide	6	7	1	16.7
	634 - Child Care	76	56	(20)	(26.3)
	910 - Automotive Tune-Up	14	8	(6)	(42.9)
	959 - Machine Shop	15	17	2	13.3
	989 - Build Constr	6	5	(1)	(16.7)
	995 - Welding	17	8	(9)	(52.9)
OCCUPATIONAL-TECHNICAL	154 - Mental Health**	31	15	(16)	(51.6)
	155 - Funeral Services	67	69	2	3.0
	156 - Nursing	397	348	(49)	(12.3)
	203 - Accounting	90	76	(14)	(15.6)
	209 - Data Processing	472	372	(100)	(21.2)
	212 - Management	203	213	10	4.9
	235 - Hotel/Res Mgt**	1	-	-	N/A
	236 - Beverage Mkt	15	12	(3)	(20.0)
	276 - Secr Science	66	71	5	7.6
	464 - Police Science	73	62	(11)	(15.1)
	480 - Human Services	74	72	(2)	(2.7)
	901 - Architecture	48	40	(8)	(16.7)
	909 - Automotive	73	54	(19)	(26.0)
	915 - Civil Engr**	4	1	(3)	(75.0)
	938 - Instrumentation*	-	8	-	N/A
	963 - Industrial**	3	1	(2)	(66.7)
	968 - Gen Engineering	78	70	(8)	(10.3)
	981 - Electronics	191	177	(14)	(10.5)
TOTAL		4,376	3,897	(479)	(10.9)

*New Programs
**Discontinued

Sources: Fall Enrollment Data 1983 (In an attempt to use comparable report dates, headcount figures are slightly inflated since taken from History types; actual End-of-Quarter enrollment was 4,332). Preliminary Fall Enrollment Data 1984 (VCCS 315) October 12, 1984.



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Research Report 84-11 November 28, 1984

WATKINS ANNEX: AN ANALYSIS OF 1984 FALL QUARTER ENROLLMENT

For the past several years, John Tyler Community College has engaged in an intensive evaluation of its outreach efforts in order to determine the most suitable ways of improving accessibility to residents in its Service Area. One of the results of this assessment was the recent rental of Watkins School Annex to replace the outreach office in Midlothian's Sycamore Square Shopping Center. From all indications, the College made a judicious move. Total off-campus enrollment is up by 34 percent compared to last fall, from 408 to 546 students. Sixty-one percent of all off-campus students are enrolled in courses at Watkins.

Table 1 below gives an analysis by sex of Watkins' enrollment based on selected variables. Almost 3 out of every 4 students are female (comprising 74 percent), with males making up the remaining 26 percent. Freshmen accounted for 94 percent of the total enrollment, while sophomores totaled 6 percent. A significant factor is that 62 percent of the Watkins enrollment includes first-time students, while 33 percent are returning and 5 percent are transfers. Not surprisingly, 98 percent of the students are in-state, while 2 percent are out-of-state. Night students comprise 66 percent of the total enrollment, while 34 percent attend day classes. Finally, part-time students make up 92 percent of all enrollees, while 8 percent are full-time.

TABLE 1
AN ANALYSIS OF
WATKINS ANNEX UNDUPLICATED HEADCOUNT ENROLLMENT
BY SELECTED VARIABLES - FALL QUARTER 1984

	MALES	FEMALES	TOTAL	
			N	%
Freshmen	78	236	314	94.3
Sophomores	9	10	19	5.7
First-time	55	151	206	61.9
Returning	29	82	111	33.3
Transfer	3	13	16	4.8
In-State	84	243	327	98.2
Out-of-State	3	3	6	1.8
Day	29	85	114	34.2
Night	58	161	219	65.8
Full-time	14	13	27	8.1
Part-time	73	233	306	91.9
Total	87	246	333	100.0

NOTE: Students described in this report are enrolled in at least one class at Watkins. Students may also be enrolled in one or more classes at the Chester campus. This is especially true for full-time students.

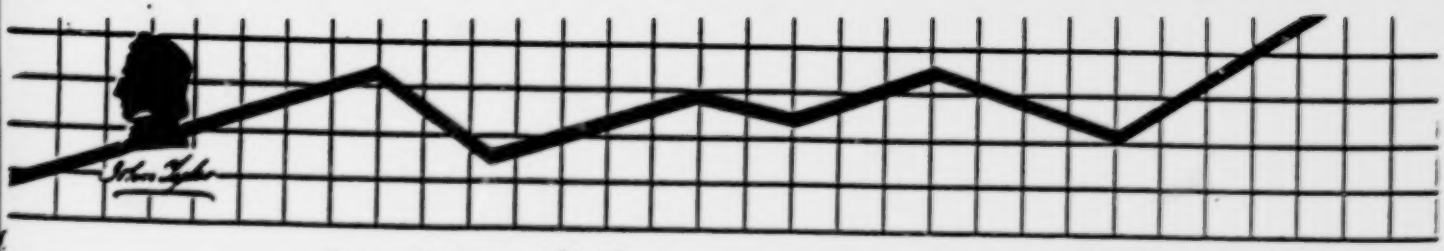
Table 2 provides a list of student curriculums at Watkins Annex. One of the largest enrolled areas includes those students who are developing job skills, followed by personal satisfaction and upgrading job skills. This ranking is similar to the student enrollment pattern at the Chester campus. A total of 269 or 81 percent of the current students are unclassified. The remaining 64 or 19 percent are enrolled in one of 13 different programs.

The above information will constitute baseline data for subsequent annual comparisons.

TABLE 2
STUDENT CURRICULUM LISTING
FALL QUARTER 1984
(Unduplicated Headcount)

CURRICULUM	BEGIN	RETURN	TRANS	DAY	NIGHT	FULL	PART	TOTAL
021 - Upgrading Employment Skills	21	11	1	10	23	1	32	33
022 - Developing Job Skills	106	33	8	35	112		147	147
023 - Career Exploration	6	2	2	2	8	1	9	10
024 - Personal Satisfaction	31	16	2	17	32	1	48	49
025 - Transient Student		1			1		1	1
026 - Non Degree Transfer	9		1	5	5	2	8	10
027 - High School Student	1				1		1	1
028 - Pending Curricula Approval	9	7	1	7	10		17	17
030 - Audit	1				1		1	1
155 - Funeral Services	1			1		1		1
156 - Nursing	1	4		3	2	2	3	5
203 - Accounting	1	1			2		2	2
209 - Data Processing	4	10		9	5	4	10	14
212 - Management	5	4		4	5	1	8	9
213 - Business Administration	6	7		4	9	2	11	13
236 - Beverage Marketing		2		2		2		2
464 - Police Science		2		1	1	2		2
480 - Human Services		2		2		1	1	2
629 - Teacher Instruction Aide		1		1			1	1
648 - Liberal Arts	3			3		3		3
699 - General Studies	1	4	1	4	2	3	3	6
909 - Automotive		4		4		1	3	4
Total	206	111	16	114	219	27	306	333

Source: Student Curriculum Listing, John Tyler Community College, Watkins Annex, Fall Quarter 1984, VCCS 307/392, November 27, 1984



Research Report 84-12 December 17, 1984

A COMPARISON OF FALL HEADCOUNT ENROLLMENT FOR THE VIRGINIA COMMUNITY COLLEGES 1983 & 1984

It has been widely communicated that a majority of Virginia's state-supported community colleges experienced significant enrollment declines this fall (1984). Specifically, 13 of the 23 colleges had declines ranging from 2 to 12 percent compared to last fall, while the remaining 10 colleges had modest to fairly significant increases. It has been reported that 18 of the 23 colleges currently have enrollments of under 4,000 students. At the top of the latter group is John Tyler Community College. Four of the institutions with the highest enrollments experienced enrollment declines. They are: (1) Northern Virginia Community College, (2) Tidewater Community College, (3) J. Sargeant Reynolds Community College, and (4) Thomas Nelson Community College. These four institutions alone accounted for 75 percent of the total decline.

On the reverse side is a listing of the 23 colleges and the number and percent of change compared to one year ago. Colleges with the greatest numerical decline in descending order are: Northern Virginia Community College, J. Sargeant Reynolds Community College, Tidewater Community College, Thomas Nelson Community College, John Tyler Community College, Danville Community College, Piedmont Virginia Community College, Central Virginia Community College, Blue Ridge Community College, Germanna Community College, Lord Fairfax Community College, and Wytheville Community College.

Ten of the 23 colleges experienced numerical increases that were fairly significant to negligible (in descending order): Mountain Empire Community College, Patrick Henry Community College, Dabney S. Lancaster Community College, Southwest Virginia Community College, Virginia Western Community College, Eastern Shore Community College, Virginia Highlands Community College, Paul D. Camp Community College, New River Community College, and Rappahannock Community College.

Colleges with the greatest percentage of decline in descending order are: Thomas Nelson Community College, J. Sargeant Reynolds Community College, Danville Community College, Southside Virginia Community College, Blue Ridge Community College, John Tyler Community College, Germanna Community College, Tidewater Community College, Piedmont Virginia Community College, Lord Fairfax Community College, Northern Virginia Community College, Central Virginia Community College, and Wytheville Community College.

Colleges with significant to minute percentages increases in enrollment were (in descending order): Eastern Shore, Dabney S. Lancaster, Patrick Henry, Mountain Empire, Southwest Virginia, Virginia Highland, Paul D. Camp, Virginia Western, New River, and Rappahannock.

The total system's enrollment was down from 112,336 to 107,591. The net decrease was 4,745 students or 4.2 percent.

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FALL 1983 ACTUAL & FALL 1984 PRELIMINARY HEADCOUNT ENROLLMENT
VIRGINIA COMMUNITY COLLEGES
(ON & OFF CAMPUS)

COLLEGE	Fall 1983 Headcount (Actual)	Fall 1984 Headcount (Prelim.)	Number Change	Per-cent Change
Blue Ridge Community College	2,164	1,990	-174	-8.0
Central Virginia Community College	3,793	3,611	-182	-4.8
Dabney S. Lancaster Community College	1,068	1,350	282	26.4
Danville Community College	2,282	2,023	-259	-11.3
Eastern Shore Community College	307	396	89	29.0
Germanna Community College	1,887	1,762	-125	-6.6
J. Sargeant Reynolds Community College	10,761	9,538	-1,223	-11.4
John Tyler Community College	4,299	3,956	-343	-8.0
Lord Fairfax Community College	1,821	1,726	-95	-5.2
Mountain Empire Community College	2,316	2,710	394	17.0
New River Community College	2,776	2,800	24	0.9
Northern Virginia Community College	34,769	33,000	-1,769	-5.1
Patrick Henry Community College	1,272	1,555	283	22.2
Paul D. Camp Community College	1,112	1,154	42	3.8
Piedmont Virginia Community College	3,716	3,511	-205	-5.5
Rappahannock Community College	1,318	1,321	3	0.2
Southside Virginia Community College	1,655	1,515	-140	-8.5
Southwest Virginia Community College	3,173	3,400	227	7.2
Thomas Nelson Community College	6,901	6,076	-825	-12.0
Tidewater Community College	15,955	15,000	-955	-6.0
Virginia Highlands Community College	1,501	1,575	74	4.9
Virginia Western Community College	5,728	5,900	172	3.0
Wytheville Community College	1,762	1,722	-40	-2.3
Total - Community Colleges	112,336	107,591	-4,745	-4.2

Source: State Council of Higher Education

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-1 January 28, 1985

A COMPARISON OF SUMMER, FALL, AND WINTER QUARTER ENROLLMENTS 1983 & 1984

Enrollment is a primary concern among educators presently, and undoubtedly will be for many years to come. As a whole, Virginia's two-year public colleges have been among the hardest hit in enrollment scenarios, including John Tyler Community College.

Below is a status report of several key enrollment variables at JTCC for three of the four quarters for 1984-85. Summer and Fall Quarter data represent final (end-of-quarter) statistics, however, Winter Quarter 1985 data is preliminary as of the above date.

While it is obvious that declines are pervasive, the implications are also fairly apparent for the College in terms of meeting its enrollment projections. With only Spring Quarter 1985 remaining, it seems the College will scarcely meet this year's enrollment projections of 1,811 FTES (annualized). This assumes about a 10% decline in FTES for Spring Quarter 1985 compared to last year.

GRAPHIC COMPARISON OF SUMMER, FALL, AND WINTER QUARTER ENROLLMENTS, 1983 & 1984

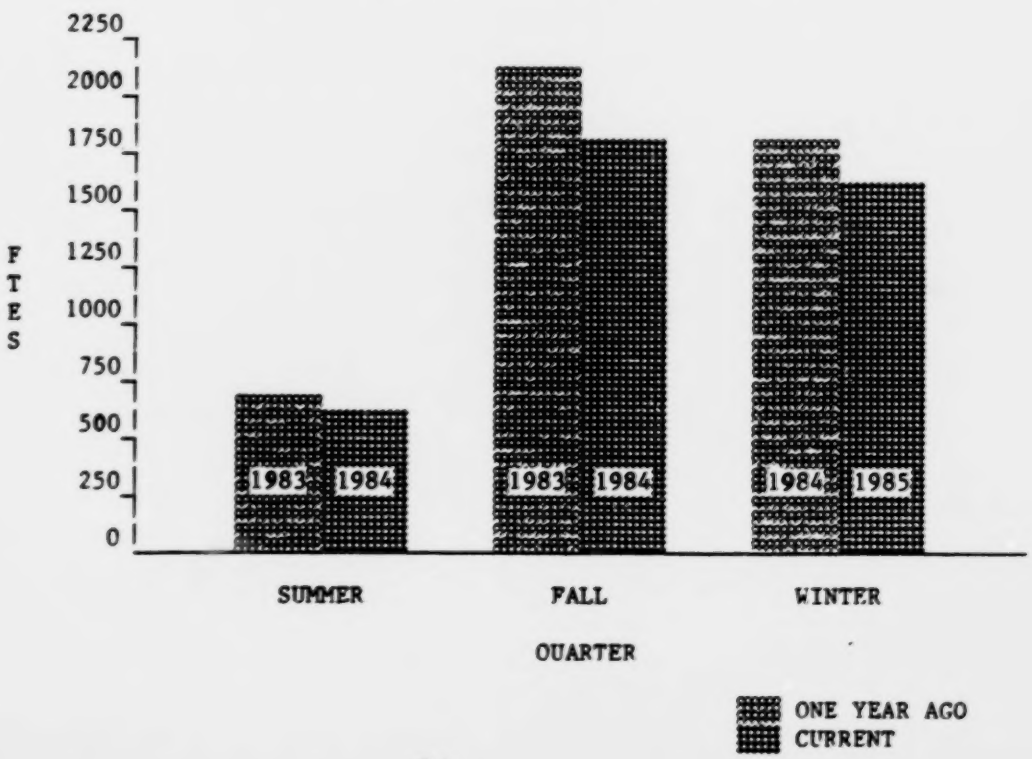


Table 1 gives a comparison of 1984 and 1985 Winter Quarter enrollments. Student headcount enrollment is down by 7.7 percent while full-time equivalent students are down by 10.6 percent. The discrepancy in these figures can be attributed to a rather marked decline in full-time students. Males and females are down by similar percentages, 6.6 and 5.9 percent, respectively. Full-time students are down sharply by 13.8 percent while part-time students are down by only 3.7 percent. This difference may be attributed in large measure to the enrollment/work patterns of current JTCC students who choose to pursue full- or part- time employment along with their studies. Day and night students also reflect this trend, with day students down by 8.6 percent and night students down by only 1.7 percent. The clearest distinction can be observed in on- and off-campus students. On-campus students are down by 11.1 percent and off-campus students are up by a resounding 46.3 percent! Without a doubt, this trend is due to the College's efforts to revitalize off-campus offerings and facilities, including the rental of Watkins Annex. Finally, in-state students are down by 6.2 percent and out-of-state students declined by 3.4 percent. To reiterate, the foregoing represents a preliminary analysis.

TABLE 1
A PRELIMINARY ANALYSIS OF WINTER QUARTER ENROLLMENTS
1984 & 1985

VARIABLES	WINTER 1984	WINTER 1985*	PERCENT OF CHANGE N	%
1. Headcount	3,744	3,517	(293)	(7.7)
2. FTES	1,800	1,610	(190)	(10.6)
3. Males	1,550	1,448	(102)	(6.6)
4. Females	2,194	2,064	(130)	(5.9)
5. Full-time	912	786	(126)	(13.8)
6. Part-time	2,832	2,726	(106)	(3.7)
7. Day	2,441	2,231	(210)	(8.6)
8. Night	1,303	1,281	(22)	(1.7)
9. On Campus	3,422	3,041	(381)	(11.1)
10. Off Campus	322	471	149	46.3
11. In-State	3,686	3,456	(230)	(6.2)
12. Out-of-State	58	56	(2)	(3.4)

* As of 1-23-85
Source: Student Enrollment Summary Reports (VCCS)

Since fall enrollment is the largest, frequently it sets the pace for the remainder of the year. Fall Quarter 1983 and 1984 comparisons reflect one of the sharpest declines in student enrollment (see Table 2). Headcount figures were down by almost 10 percent while FTES were down by 15 percent compared to last fall. Male students were down by a substantial 16.2 percent compared to females who were down by 5.0 percent. Full-time students were down by almost 22 percent compared to last fall, while part-time students were down by 5.3 percent. Day and night students were down by 7.5 and 13 percent, respectively. Students attending classes on the Main Campus were down by 15.1 percent compared to off-campus students who were up by 42.6 percent! Virginia residents were down by almost 10 percent and out-of-state students declined by 15 percent.

TABLE 2
A COMPARISON OF FALL QUARTER ENROLLMENTS
1983 & 1984

VARIABLES	FALL 1983	FALL 1984	PERCENT OF CHANGE N	PERCENT OF CHANGE %
1. Headcount	4,332	3,914	(418)	(9.6)
2. FTES	2,124	1,806	(318)	(15.0)
3. Males	1,791	1,500	(291)	(16.2)
4. Females	2,541	2,414	(127)	(5.0)
5. Full-time	1,140	890	(250)	(21.9)
6. Part-time	3,192	3,024	(168)	(5.3)
7. Day	2,652	2,454	(198)	(7.5)
8. Night	1,680	1,460	(220)	(13.1)
9. On Campus	3,924	3,332	(592)	(15.1)
10. Off Campus	408	582	174	42.6
11. In-State	4,258	3,851	(407)	(9.6)
12. Out-of-State	74	63	(11)	(14.9)

Source: Student Enrollment Summary Reports

The final enrollment data that will be included in 1984-85 statistics (excluding Spring 1985) will be Summer Quarter 1984 (see Table 3). This quarter marked a noteworthy turning point in John Tyler Community College's student enrollment. Both student headcount and FTES were down substantially, 13 and 12 percent, respectively, compared to one year ago. Males were down by about three times as much as females, 21.3 percent and 7.8 percent, respectively. Full-time students declined by almost 26 percent and part-timers fell by 11.5 percent. For the first time, night students dropped by a greater percentage than day students, 16 and 12 percent, respectively. Another atypical comparison was between on- and off-campus student enrollment, down by 12 and 23 percent, respectively. Finally, in-state students were down by 13 percent while out-of-state students were down by 2.7 percent.

TABLE 3
A COMPARISON OF SUMMER QUARTER ENROLLMENTS
1983 & 1984

VARIABLES	SUMMER 1983	SUMMER 1984	PERCENT OF CHANGE N	PERCENT OF CHANGE %
1. Headcount	1,879	1,632	(247)	(13.1)
2. FTES	718	613	(87)	(12.1)
3. Males	746	587	(159)	(21.3)
4. Females	1,133	1,045	(88)	(7.8)
5. Full-time	213	158	(55)	(25.8)
6. Part-time	1,666	1,474	(192)	(11.5)
7. Day	1,296	1,143	(153)	(11.8)
8. Night	583	489	(94)	(16.1)
9. On Campus	1,736	1,522	(214)	(12.3)
10. Off Campus	143	110	(33)	(23.1)
11. In-State	1,842	1,596	(246)	(13.4)
12. Out-of-State	37	36	(1)	(2.7)

Source: Student Enrollment Summary Report

The College has placed renewed emphasis on a couple of key factors in its enrollment management strategies. They are recruitment and retention. While student recruitment is vital, its effects are curtailed by the declining pool of traditional college-age students and intensive recruitment practices by almost all other colleges and universities. Retention efforts promise to have the most immediate, far-reaching impact on enrollment. Without a doubt, it is one of the most cost efficient ways for the College to maintain stability.

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-2 February 26, 1985

FIRST TIME STUDENT APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENT FALL 1984

Student recruitment has become a priority item for almost all higher educational institutions in view of declining numbers of students in the traditional college-age cohort. This is especially true for those institutions whose budgets are FTE driven. Although many academicians agree that in the long run, retention efforts promise to have the most significant impact on enrollments, recruitment activities remain very important for colleges like John Tyler Community College.

Below is a summary of the first-time and transfer students that applied and enrolled at John Tyler Community College during the Fall 1984. Table 1 gives first-time student applications, acceptances, and actual enrollment by race and sex within the county (Chesterfield), outside the county but within the state, outside the state but within the U.S., and foreign.

First-time. Of the 318 student applicants from within the county, 210 (or 66 percent) actually enrolled. Of the latter number, 183 (or 87 percent) were white, 24 (or 11 percent) were black, and 3 (or 1 percent) were of another race. A total of 90 (or 43 percent) of the students who enrolled were male and 120 (or 57 percent) were female.

A total of 580 students who applied were from within the state but outside Chesterfield County. Of these, 341 (or 59 percent) actually enrolled. There were 185 (or 54 percent) who were white, 152 (or 45 percent) who were black, and 4 (or 1 percent) who were of another race. This same group included 148 (or 43 percent) who were males and 193 (or 57 percent) who were female.

First-time applicants who were outside the state but within the U.S. totaled 62, of which 19 (or 31 percent) enrolled. Thirteen of those students who enrolled were white (or 68 percent) and 6 (or 32 percent) were black. Males accounted for 37 percent of the students who enrolled and females comprised 63 percent.

Foreign student applicants totaled 8, however only 1 (or 13 percent) actually enrolled. This student was female.

First-time applicants (excluding unclassified students) totaled 968, of which 571 (or 59 percent) actually enrolled. Of those, 381 (or 67 percent) were white, 183 (or 32 percent) were black, and 7 (or 1 percent) were of another race. The breakdown by sex included 245 who were male (or 43 percent) and 326 (or 57 percent) who were female.

Since JTCC has an open admissions policy, virtually 100% of all students are accepted. Furthermore, 100% of all unclassified students are not only accepted, but actually enroll. A total of 966 students

TABLE I
APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENT
FALL 1984
FIRST TIME APPLICANTS

	White		Black		Other		Total		Grand
	M	F	M	F	M	F	M	F	Total
Within County									
No. Who Applied	113	164	9	25	3	4	125	193	318
No. Who Were Accepted	113	164	9	25	3	4	125	193	318
No. Actually Enrolled	82	101	6	18	2	1	90	120	210
% Who Actually Enrolled	73%	62%	67%	72%	67%	25%	72%	62%	66%
Outside County, Within State									
No. Who Applied	131	179	101	162	3	4	235	345	580
No. Who Were Accepted	131	179	101	162	3	4	235	345	580
No. Actually Enrolled	79	106	68	84	1	3	148	193	341
% Who Actually Enrolled	60%	59%	67%	52%	33%	75%	63%	56%	59%
Outside the State, Within U.S.									
No. Who Applied	16	20	7	15	2	2	25	37	62
No. Who Were Accepted	16	20	7	15	2	2	25	37	62
No. Actually Enrolled	5	8	2	4	0	0	7	12	19
% Who Actually Enrolled	31%	40%	29%	27%	0	0	28%	32%	31%
Foreign (Non-Resident Aliens Only)									
No. Who Applied	0	2	1	2	1	2	2	6	8
No. Who Were Accepted	0	2	1	2	1	2	2	6	8
No. Actually Enrolled	0	0	0	1	0	0	0	1	1
% Who Actually Enrolled	0	0	0	50%	0	0	0	17%	13%
SUB-TOTAL									
No. Who Applied	260	365	118	204	9	12	387	581	968
No. Who Were Accepted	260	365	118	204	9	12	387	581	968
No. Actually Enrolled	166	215	76	107	3	4	245	326	571
% Who Actually Enrolled	64%	59%	64%	52%	33%	33%	63%	56%	59%
Number of Unclassified Students Who Actually Enrolled	318	465	67	95	7	14	392	574	966
GRAND TOTAL FIRST TIME ENROLLEES	484	680	143	202	10	18	637	900	1537

SOURCE: OCR 10000-B1 (FALL QUARTER 1984)

applied and enrolled as unclassified students. Of this number, 783 (or 81 percent) were white, 162 (or 17 percent) were black, and 21 (or 2 percent) were of another race. Unclassified students comprised 392 males (or 41 percent) and 574 (or 59 percent) females.

There was a grand total of 1,934 first-time applicants for admissions in the Fall 1984, of which 1,537 (or 79 percent) actually enrolled. Of the total enrollees, there were 571 students (or 37 percent) who were curricula students and 966 (or 63 percent) who were unclassified. In addition, this same group included 1,164 (or 76 percent) who were white, 345 (or 22 percent) who were black, and 28 (or 2 percent) who were of another race. Sex distinctions included 637 (or 41 percent) who were males and 900 (or 59 percent) who were female.

Transfers. Table 2 gives transfers from other colleges by race and sex from within the county (Chesterfield), outside the county but within the state, outside the state but within the U.S., and foreign students.

Table 2
TRANSFERS FROM OTHER COLLEGES

	White		Black		Other		Total		Grand
	M	F	M	F	M	F	M	F	Total
Within County									
No. Who Applied	2	6	0	1	0	0	2	7	9
No. Who Were Accepted	2	6	0	1	0	0	2	7	9
No. Actually Enrolled	0	5	0	0	0	0	0	5	5
% Who Actually Enrolled	0	83%	0	0	0	0	0	71%	56%
Outside County, Within State									
No. Who Applied	6	11	5	2	0	0	11	13	24
No. Who Were Accepted	6	11	5	2	0	0	11	13	24
No. Actually Enrolled	3	4	5	0	0	0	8	4	12
% Who Actually Enrolled	50%	36%	100%	0	0	0	73%	31%	50%
Outside the State, Within U.S.									
No. Who Applied	0	1	0	0	0	0	0	1	1
No. Who Were Accepted	0	1	0	0	0	0	0	1	1
No. Actually Enrolled	0	0	0	0	0	0	0	0	0
% Who Actually Enrolled	0	0	0	0	0	0	0	0	0
Foreign (Non-Resident Aliens Only)									
No. Who Applied	0	0	0	0	0	0	0	0	0
No. Who Were Accepted	0	0	0	0	0	0	0	0	0
No. Actually Enrolled	0	0	0	0	0	0	0	0	0
% Who Actually Enrolled	0	0	0	0	0	0	0	0	0
GRAND TOTAL - TRANSFERS FROM OTHER COLLEGES	3	9	5	0	0	0	8	9	17

There was a total of 9 transfer applications received from students who resided in Chesterfield County; eight of these applicants were white, and only 1 was black. Of the 9 transfer applicants, 5 enrolled (or 56 percent); all were white females.

Twenty-four transfer students applied from outside the county but within the state. These applicants included 17 (or 71 percent) who were white and 7 (or 29 percent) who were black. Eleven (or 46 percent) of the applicants were males and 13 (or 54 percent) were females. A total of 12 (or 50 percent) actually enrolled, 7 (or 58 percent) of whom were white and 5 (or 42 percent) were black. The breakdown by sex included 8 males (or 67 percent) and 4 females (or 33 percent).

The number of transfers outside the state but within the U.S. as well as foreigners was almost nil, i.e., only 1 white female applied, however no one actually enrolled.

The total number of transfers that enrolled was 17 -- 12 (or 71 percent) were white and 5 (or 29 percent) were black. This same group of transfers included 8 males (or 47 percent) and 9 females (or 53 percent).

Summary. Table 3 gives a summary of all first-time, in-state curricula students who enrolled Fall 1984. The total number of first-time, in-state students was 551. Of this number, 368 (or 67 percent) were white, 176 (or 32 percent) were black, and 7 (or 1 percent) were of another race. This same group included 238 males (or 43 percent) and 313 females (or 57 percent).

Table 3
SUMMARY OF FIRST-TIME IN-STATE APPLICANTS

	White		Black		Other		Total		Grand
	M	F	M	F	M	F	M	F	Total
Total First Time Enrollees Within State	161	207	74	102	3	4	238	313	551
No. Who Were Full-Time	83	105	52	67	2	3	137	175	312
% Who Were Full-Time	52%	51%	70%	66%	67%	75%	58%	56%	57%
No. Who Graduated from Within-State High Schools (or GED Recipient)	8	10	8	6	2	0	18	16	34
No. Who Were Part-Time	78	102	22	35	1	1	101	138	239
% Who Were Part-Time	48%	49%	30%	34%	33%	25%	42%	44%	43%
No. Who Graduated from Within-State High Schools (or GED Recipient)	4	8	2	1	1	0	7	9	16

Of the 551 students who enrolled, 312 (or 57 percent) were full-time. This group included 188 (or 60 percent) who were white, 119 (or 38 percent) who were black, and 5 (or 2 percent) who were of another race. The breakdown of full-time students by sex includes 137 (or 44 percent) who were males and 175 (or 56 percent) who were females.

The remainder of all students were part-time, totaling 239 (or 43 percent). This number includes 180 students who were white (or 75 percent), 57 (or 24 percent) who were black, and 2 (or 1 percent) of another race.

A rather alarming fact is that of the 312 first-time, full-time students, only 34 (or 11 percent) graduated from an in-state high school or were general equivalency diploma (GED) recipients in 1984. Equally as astonishing was the number of part-time students who were 1984 high school graduates--16 or 7 percent.

Principal Findings

1. Proximity is a key factor in enrollment since applicants from Chesterfield County enroll at a higher rate than those from outside the county, state, or nation.

2. Although more females apply, males tend to enroll at a higher rate.

3. Most black applicants and other minorities reside outside Chesterfield County but within the state.

4. Of the 968 first-time applicants, a total of 571 or 59 percent actually enrolled. This does not include 966 unclassified students or 17 transfers who enrolled for the first time.

5. Only 11 percent of the 312 full-time (in-state, curricula) students and 7 percent of the 239 part-time students who enrolled for the first time graduated from high school in 1984. At least one of two conclusions can be made: the College is enrolling an increasingly older student body and/or the College is enrolling only a very small number of in-state high school graduates.

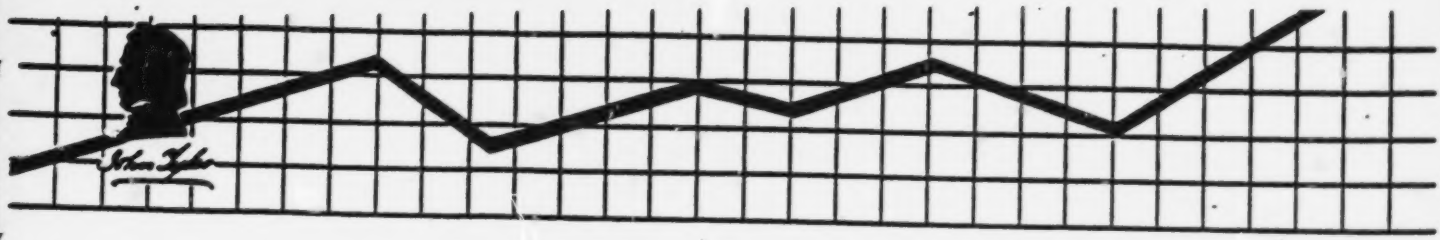
Questions for Further Research

1. Is the College receiving a representative number of applicants from Chesterfield County (one of the most rapidly growing counties in the nation) as well as other localities?

2. Is the College enrolling a sufficient number of all applicants, especially recent high school graduates?

3. What happens to students who apply but do not enroll? Do they attend another College, work, etc?

As shown in the preceding tables, a large number of prospective students made their initial contact with John Tyler Community College through the application process but never enrolled. With recruitment and retention in the forefront of the consciousness of the entire College, it may well be that this reservoir of contacts could be cultivated and that a good percentage would be encouraged to follow through and enroll.



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-3 March 19, 1985

1984 GRADUATE FOLLOW-UP STUDY*

The annual follow-up survey instrument was administered this past fall to the 1984 graduating class of John Tyler Community College. The purposes of this study are: (1) to document student successes in the job market and in pursuit of advanced study; (2) to provide feedback to the administration and faculty as a basis for upgrading educational offerings and services; and (3) to provide a summary of student opinions to other College staff in order to improve services.

A total of 239 graduates who completed all requirements in one of the College Transfer, Occupational/Technical, or Certificate programs in June 1984 comprised the population for this study. An initial survey request and two follow-up mailings to non-respondents yielded a 71 percent response rate. Below is a summary of the principal findings in five areas: (1) Background Information; (2) Evaluation of Student Services; (3) Evaluation of Academic Services; (4) Employment Status; and (5) Educational Status. A list of findings and recommendations provides an overall summary of this follow-up study.

BACKGROUND INFORMATION ON GRADUATES

Graduates were asked to provide descriptive information concerning their backgrounds for presentation in aggregate form. Of the 169 respondents:

- 41 percent were "male" and 59 percent were "female;"
- 44 percent said they were "single," 50 percent said they were "married," and the remainder indicated they were divorced, separated, engaged, or widowed;
- 36 percent indicated they were between 18-24 years old, 43 percent were between 25-34 years old, 15 percent were between 35-44 years old, and 5 percent were between 45-59 years old;
- 79 percent were "white," 17 percent were black, and 4 percent indicated another race category;
- 60 percent said "Fall" was their first quarter enrolled and "Spring " was their last quarter enrolled;
- 67 percent indicated they were enrolled on a "full-time" basis primarily, while 31 percent said they were "part-time;"
- 74 percent said they attended classes primarily during the "day" and 24 percent indicated attending "night" classes primarily;
- The primary reason why they chose to attend JTCC was because of its "courses and programs," followed by "close to home" and "inexpensive." NOTE: Totals may not add up to 100 percent due to graduates who chose not to respond to a particular item.

As indicated above, this graduating class is not characteristic of JTCC's typical student body. A negative correlation exists between age and graduation, that is, the younger the student, the higher the

*The full report will be available in about one week. Interested persons should contact the Institutional Research Office.

graduation rate. Graduates also tended to be full-time (67 percent) and attend classes during the day (74 percent), which is in direct contrast to the typical JTCC student, only 16 percent of whom were full-time and 60 percent who attended day classes in 1983-84. Finally, the race of the graduates is not quite representative of all students, since the 1983-84 student body had 75 percent who were white, 21 percent black, and 3 percent other while the 1984 graduates were 79 percent white, 17 percent black, and 4 percent other.

EVALUATION OF STUDENT SERVICES

The 1984 graduates were asked to evaluate fifteen different services and facilities at the College using a 5-point scale (1 = superior, 2 = good, 3 = fair, 4 = poor, 5 = did not use). Below is a summary of the most "positive" and "neutral" responses to services and facilities as well as those that were "least utilized."

Those services and facilities that received the most positive ratings are presented below in rank order. Figures shown represent percentages of "superior" or "good" ratings by graduates:

		Positive Ratings
1.	Library/Learning Resources	81%
2.	Admissions & Records	80%
3.	Bookstore	80%
4.	Business Office	79%
5.	Parking	75%

It should be noted that Admissions and Records received the largest number of "superior" ratings (34 graduates or 20 percent).

The most neutral responses, or those most divided on the scale, were recorded in the following areas:

		Positive	Did Not Use	Negative
1.	Student Lounge and Food Service	47%	10%	42%
2.	Continuing Education	44%	45%	8%
3.	Counseling	41%	31%	26%
4.	Developmental Studies	36%	46%	10%
5.	Recreational Facilities	33%	38%	25%

Finally, those services or facilities in which at least half of the respondents or more said they "did not use" were:

		Did Not Use
1.	Cooperative Education	73%
2.	Veterans Affairs	67%
3.	Job Placement	66%
4.	Financial Aid	63%
5.	Student Activities	53%

The largest number of "did not use" responses were recorded in Cooperative Education. This service, along with job placement, was evaluated because it does exist at the College albeit on a very limited scale and because of future plans to provide it to greater numbers of students.

EVALUATION OF ACADEMIC SERVICES

Below is a summary of student responses concerning instruction at John Tyler Community College.

PRIMARY GOAL OF GRADUATES: Overall, 25 (or 15 percent) of all graduates said "completing courses to transfer" was their primary goal, 111 (or 66 percent) gave pursuing a career by obtaining an Associate degree, 22 (or 13 percent) said pursuit of a Certificate, 9 (or 5 percent) cited Personal Satisfaction, and 2 persons (or 1 percent) gave other goals.

SATISFACTION WITH COLLEGE PROGRAMS AND SERVICES: Nine out of 10 of the graduates said they were either "very satisfied" or "somewhat satisfied" with the programs and services provided by the College. Remaining responses included 6 (or 4 percent) who were undecided, 5 (or 3 percent) were somewhat dissatisfied, and 2 (or 1 percent) were very dissatisfied. An additional 1 percent chose not to respond to this item.

COMPLETION OF DEVELOPMENTAL COURSE WORK: Almost half of the graduates said they had completed one or more developmental courses (82 or 49 percent). An additional 75 or 44 percent said no, they had not, and 12 or 7 percent did not address this item. Proportionately, College Transfer graduates tended to indicate enrollment in developmental courses at a higher rate than did Occupational/Technical and Certificate graduates.

CERTIFICATION OR LICENSURE OF GRADUATES: Almost one-fourth of all graduates indicated they had been certified or licensed in their fields of study. This is down compared to last year's class when almost 30 percent said they had been certified or licensed. Specifically, 4 (or 57 percent) of the Funeral Services graduates said they had been licensed, as did 20 (or 95 percent) of the Nursing graduates, and 9 (or 82) percent of the Electronics graduates.

QUALITY OF INSTRUCTION IN MAJOR: It is gratifying to note that 95 percent of the graduates rated the quality of instruction in their major fields as "superior" or "good." "Fair" ratings were given by 5 percent, and only 1 percent said it was "poor." All Transfer graduates rated instruction as positive. "Fair" ratings were given by 2 students each in Data Processing, Management, and Electronics, and 1 each in Nursing and Machine Shop. One additional graduate in the Machine Shop program rated instruction as "poor."

FACULTY ADVISING: Sixty-five percent rated faculty advising as "superior" or "good" (down by 10 percent compared to 1983 graduates), 33 percent said advising is "fair" or

"poor," and 2 percent did not address this item. Of the College transfer graduates, 7 (or 50 percent) said advising was "superior" or "good," while 6 (or 43 percent) said it was "fair" or "poor," and 1 individual or 7 percent failed to respond. "Fair" or "poor" ratings were cited by 2 Business Administration graduates, and 1 each in Education, Liberal Arts, General Studies, and Science.

A total of 91 (or 66 percent) of the A.A.S. graduates rated advising as "superior" or "good," 42 (or 33 percent) gave "fair" or "poor" ratings, and 2 (or 1 percent) did not respond to this item. It is interesting that the most positive ratings were from the 11 graduates that responded in the Mental Health/Human Services field, who all gave advising a "superior" or "good" rating. "Fair" or "poor" ratings were given by graduates in the following programs: Funeral Services (2 or 29 percent), Nursing (8 or 38 percent), Accounting (1 or 10 percent), Data Processing (14 or 54 percent), Management (7 or 39 percent), Secretarial Science (1 or 17 percent), Police Science (4 or 44 percent), Automotive (1 or 50 percent), Mechanical Engineering (1 or 50 percent), General Engineering (2 or 50 percent), and Electronics (3 or 27 percent).

Finally, 12 (or 66 percent) of the Certificate graduates said advising was "superior" or "good," 5 (or 28 percent) indicated advising is "fair" or "poor," and only 1 student (or 6 percent) failed to respond to this item. All four graduates in the Clerk-typist program rated advising as "good," however graduates in the following programs gave either "fair" or "poor" ratings: Child Care (2 or 33 percent said "fair"), Machine Shop (2 or 67 percent said "fair" and "poor"), and Welding (1 or 25 percent said "poor").

ACCESS TO FACULTY:

The majority of the graduates (123 or 73 percent) rated access to faculty as "superior" or "good," while 36 (or 21 percent) said faculty access was "fair," 5 or 3 percent each rated it either "poor" or did not provide a response. Graduates evaluating faculty access as "poor" were enrolled in Police Science (2 students), and 1 each in Data Processing, Management, and Electronics.

LAB EQUIPMENT AND FACILITIES:

About 70 percent of the graduates evaluated lab equipment and facilities as "superior" or "good" (up by 10 percent compared to ratings by the 1983 graduates). Eighteen percent rated equipment and facilities as "fair," 5 percent said "poor," and 6 percent failed to address this item. Poor ratings were reported by one student each in Nursing, Business

Administration, Mechanical Engineering, Electronics, and two each in Data Processing and Management.

COST OF BOOKS AND SUPPLIES:

The cost of books and supplies was given one of the most negative of all ratings by the graduates: only 5 percent said "superior," 30 percent said "good," 54 percent gave a "fair" rating, 9 percent said "poor," and 2 percent did not address this item. Poor ratings were given by three data processing graduates, two in Management, and one each in Funeral Services, Accounting, HRIM, Secretarial Science, Police Science, Electronics, Architecture, and Education.

OVERALL QUALITY OF INSTRUCTION:

The majority of all graduates (94 percent) rated the overall quality of instruction as "superior" or "good" and only 6 percent gave instruction a "fair" rating. None of the graduates rated instruction as "poor." This year's ratings are significant since the 1983 graduates rated instruction overall as: 86 percent "superior or "good," 9 percent "fair," and 3 percent "poor."

WOULD YOU RECOMMEND COLLEGE?

When asked if they would recommend the College to a person seeking to complete the same program, 9 out of every 10 graduates said "yes." The remaining graduates who said they would not recommend the College were enrolled in the following programs: Nursing (5 or 24 percent), Management (2 or 11 percent), Accounting 1 or 11 percent), Data Processing (1 or 4 percent), HRIM (1 or 50 percent), Police Science (1 or 11 percent), Electronics (1 or 9 percent), Machine Shop (2 or 67 percent) and Child Care (1 or 17 percent). It is noteworthy that all College Transfer graduates said they would recommend their programs to others.

EMPLOYMENT STATUS

Below is a summary of the employment status of the 1984 graduates. Where significant differences exist, the degree and program of study are specified.

EMPLOYED FULL OR PART TIME

Almost 3 out of every 4 graduates (74 percent) said they are employed on a full-time basis. This figure is up by over 10 percent compared to the 1983 graduating class. An additional 10 percent are employed on a part-time basis, and the remainder are in full-time military service or unemployed and not seeking employment. Only 1 percent reported to be unemployed and seeking work compared to 5 percent last year. It is also interesting that this year's College Transfer graduates are employed at the same rate as Occupational/Technical and Certificate recipients.

SOURCE OF JOB:	The largest percentage of graduates (32 percent) gave a variety of sources when asked how they found out about their present job, including "just making application" or "family members." An additional 26 percent said "friends," 11 percent gave "newspaper," 6 percent said "faculty members," and 4 percent sought a private employment agency. The remainder did not respond to this item. Clearly, there is an urgent need for the College to take a more active role in assisting graduates in their job placement efforts.
DID GRADUATE HOLD JOB WHILE ENROLLED AT JTCC?	When asked if they held their present jobs while enrolled at JTCC, about one-third said "yes," slightly over one-half said "no," and the remainder did not respond. Interestingly, Data Processing, Nursing, Secretarial Science and Electronics/Engineering majors tended not to hold their present jobs while enrolled. Those that tended to have their present jobs while enrolled were Police Science or Accounting majors. Responses were almost evenly split among Funeral Services and Management graduates.
JOB PROMOTIONS:	Slightly over one-fourth of the graduates indicated they had received job promotions since graduation. Numerically, the largest number of graduates were promoted in the following areas: Data Processing, Management, Nursing, and Accounting.
SALARY:	Due to the confidential nature of this item, one-third (34 percent) chose not to provide a response. Of those that did, about one-fourth reported salaries in the range $15,00-19,000, 15 percent said they earned $10,000-14,999, 9 percent gave salaries of $20,000-24,999, and 8 percent said they earned between $5,000-9,999. An additional 4 percent cited salaries between $25,000-29,999, 3 percent reported earning $30,000 or more, and 2 percent said they earned less than $5,000. Salaries of less than $5,000 were given by two graduates of the Child Care program, and one each in Management and General Engineering. With the exception of the Child Care graduates, others are employed on a part-time basis. The highest salaries ($25,000 or more) were given by graduates in the following areas: Accounting, Data Processing, Management, Business Administration, Hotel Restaurant Institutional Management, Police Science, Liberal Arts, Industrial Engineering, and Electronics.
JOB RELATED TO FIELD OF STUDY:	Two-thirds of the graduates indicated that their present jobs are related to their fields of training. Eighteen percent said that their jobs are not related and 15 percent failed to address this item.

EDUCATIONAL STATUS

Only about 20 percent of all graduates indicated they are currently in school. This percentage is down slightly, since about 25 percent of the 1983 class said they were in school. Summary information is presented below for those who enrolled in school. (NOTE: Totals will not add up because almost 80 percent of the graduates did not address these items.)

CLASSIFICATION: The majority of the graduates in school indicated "junior" status (15 or 9 percent), although several other classifications were specified: freshmen (4 or 2 percent), sophomore (9 or 5 percent), and seniors (8 or 5 percent). Another interesting fact is that 5 or 35 percent of the College Transfer graduates said they are currently in school, 30 or 22 percent of the Occupational/Technical graduates, and only 1 or 6 percent of the Certificate graduates said they are pursuing further studies.

CURRENTLY IN SCHOOL FULL OR PART-TIME: Of those in school, 14 (or 8 percent) said they were full-time and 23 (or 14 percent) are part-time. Transfer graduates tended to be in school on a full-time basis (2 to 1) compared to Occupational/Technical graduates who were primarily in school part-time (2 to 1) and Certificate graduates are also part-time (3 to 1).

STUDYING IN SAME FIELD: Again, of those in school, 18 (or 11 percent) said they are studying in the same field, however 23 (or 14 percent) said they are not. The remainder are not pursuing advanced study at this time.

PROBLEMS TRANSFERRING: Of those in school, 29 (or 17 percent) said they had no problems transferring, 10 or 6 percent said they had problems (primarily all credits were not accepted). It is interesting that none of the College Transfer graduates reported that they had problems transferring.

COMPARISON OF INSTRUCTION: When asked to compare instruction at their current institution with that at JTCC, 16 (or 9 percent) said "about the same," 8 or 5 percent said "there is no comparison," 6 or 4 percent said "JTCC is better," and 4 or 2 percent said their current institution is better.

For the most part, graduates who are in school reported enrollment at one of the following educational institutions (in descending order):

Virginia Commonwealth University	9
John Tyler Community College	8
Virginia State University	7
J. Sargeant Reynolds Community College	2
St. Leo College	2

PRINCIPAL FINDINGS AND RECOMMENDATIONS

Below is a list of principal findings based on the 1984 graduates who responded to the follow-up survey instrument.

1. The most positive ratings by graduates in the area of academic support and related services were: Library/Learning Resources, Admissions and Records, Bookstore, Business Office, and Parking.

2. A wide range of responses were given when graduates were asked to evaluate the following student services and support areas: Student Lounge and Food Service, Continuing Education, Counseling, Developmental Studies, and Recreational Facilities.

3. Services and facilities that were least used according to the 1983 graduates were: Cooperative Education, Veterans Affairs, Job Placement, Financial Aid, and Student Activities.

4. The primary goals of graduates were (in descending order): 66 percent said to pursue a career by obtaining an Associate degree, 15 percent said to complete courses to transfer, 13 percent gave pursuit of a Certificate, and 5 percent said personal satisfaction.

5. About one-fourth of the graduates indicated they had been certified or licensed in their chosen fields.

6. A significant 95 percent rated the quality of instruction in their major as "superior" or "good."

7. Sixty-five (65) percent said faculty advising was "superior" or "good;" 33 percent rated it as "fair" or "poor."

8. Almost three-fourths rated access to faculty as "superior" or "good;" about 20 percent said it was "fair" and 3 percent gave a "poor" rating to this item.

9. About 70 percent said lab equipment and facilities are "superior" or "good," 18 percent gave a "fair" rating, and 15 percent said "poor."

10. Only 35 percent rated the cost of books and supplies as "superior" or "good," 54 percent said "fair," and 9 percent gave a "poor" rating.

11. Nine out of 10 graduates said they were satisfied with the programs and services at the College and would recommend the College to a person seeking to complete the same program.

12. An astonishing 94 percent rated the overall quality of instruction as "superior" or "good" and only 6 percent gave instruction a "fair" rating. None of the graduates rated instruction as "poor."

13. The employment of the 1984 graduates is up compared to previous graduating classes. Almost 3 out of every 4 graduates said they are employed on a full-time basis (up by 10 percent compared to last year). An additional 10 percent are employed on a part-time basis.

14. College Transfer graduates are employed at the same rate as Occupational/Technical and Certificate graduates.

15. Two-thirds said their present jobs are related to their fields of training.

16. Only about one-fifth indicated they are currently enrolled in an advanced program of study. This percentage is down slightly from those who pursued advanced study in the 1983 graduating class.

17. Most of those in school said they had no problems transferring. Those who did have problems indicated "all credits were not accepted." None of the Transfer graduates reported having problems transferring.

Based on the foregoing findings, the following recommendations are made:

1. There is a need to use a variety of methods to advertise student support services, especially those that were least used by students. Among other things, awareness levels may be raised through increased faculty involvement and student (peer) support groups.

2. Faculty and staff must continue to work to assist students in identifying realistic goals based on interests and abilities.

3. Students who are affected by certification/licensure in their fields should be well informed of requirements, e.g. Nursing, Funeral Services, and Engineering.

4. Advising should be a priority for the College, according to 1984 graduates. Problems should be carefully studied and resolved in each program of study.

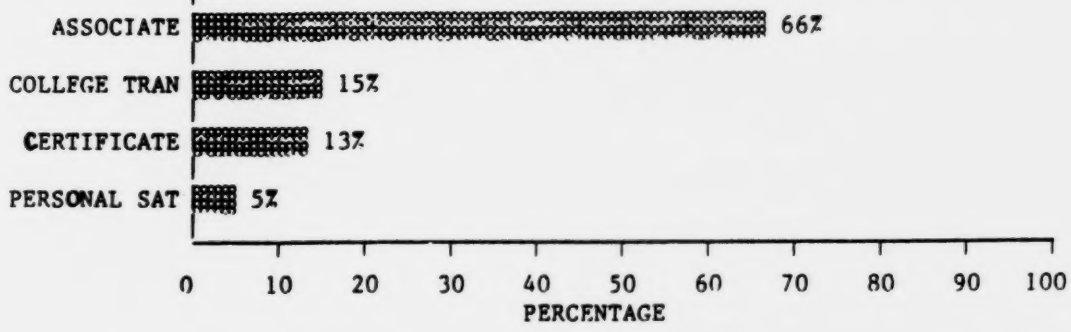
5. The College should constantly seek ways to reduce the cost of books and supplies, especially in certain disciplines where costs are high.

6. The College should continue to investigate creative ways to provide job placement services to graduates both in general areas and by program.

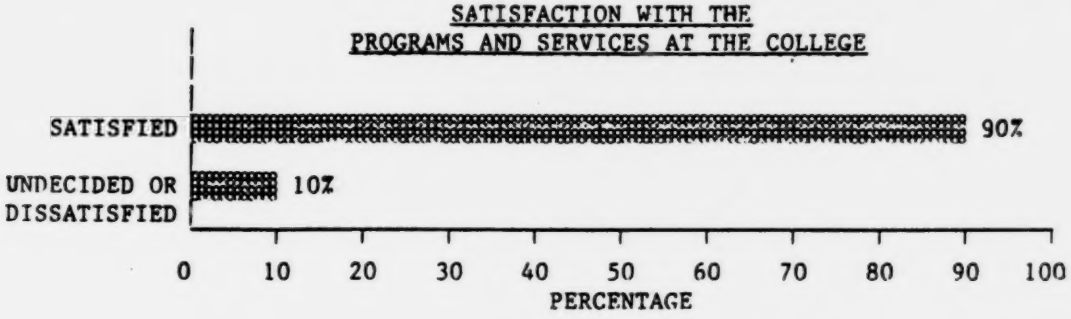
7. Articulation efforts must continue to be studied to enhance the transferability of students. Occupational/Technical and Certificate students must be carefully advised prior to enrolling concerning the prospects for further study.

SUMMARY OF
1984 GRADUATING CLASS
BASED ON GRADUATE FOLLOW-UP STUDY RESULTS

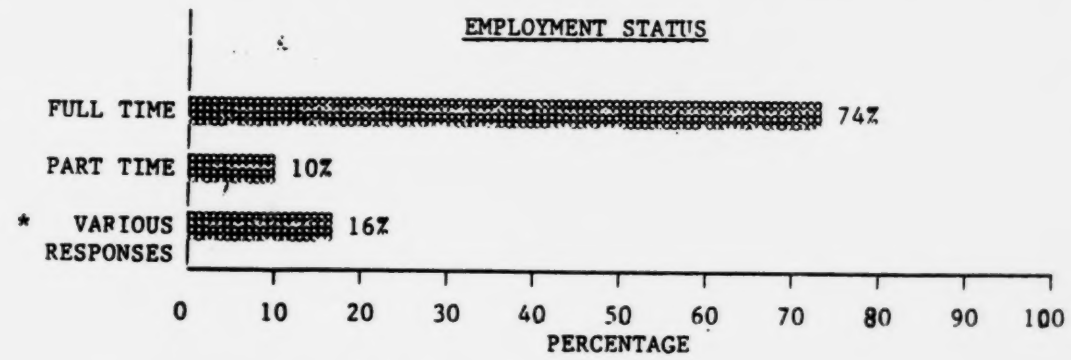
PRIMARY GOALS OF GRADUATES



SATISFACTION WITH THE
PROGRAMS AND SERVICES AT THE COLLEGE

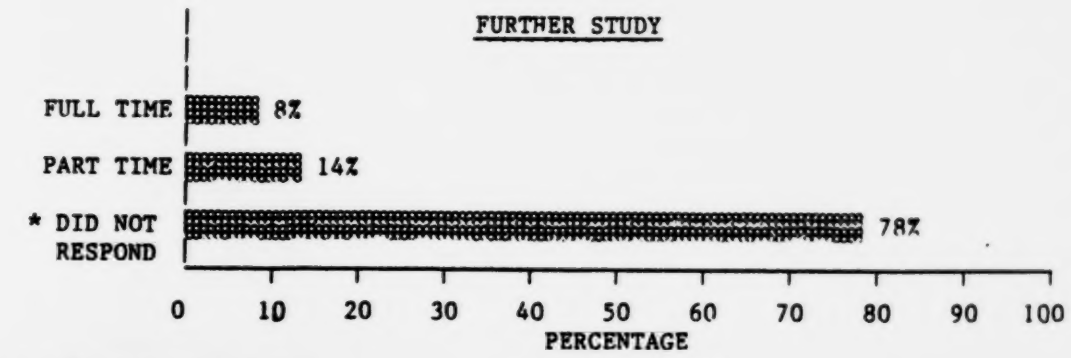


EMPLOYMENT STATUS

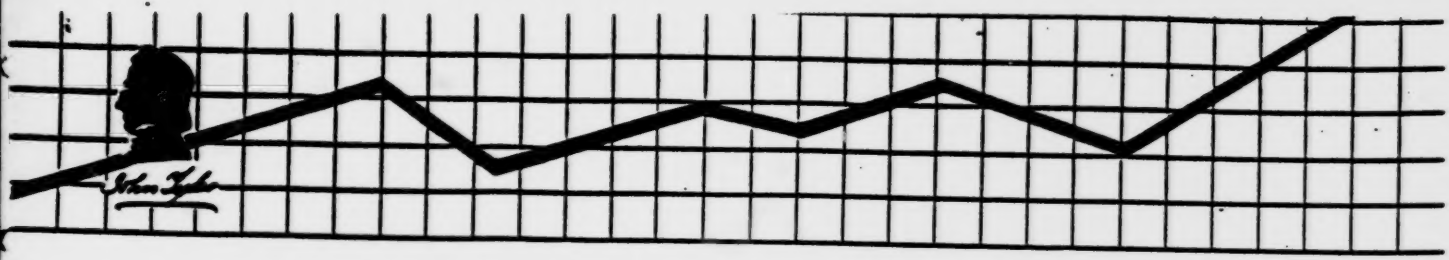


*EITHER IN MILITARY, UNEMPLOYED, OR IN SCHOOL

FURTHER STUDY



*EMPLOYED FULL- OR PART-TIME



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-4 April 22, 1985

FULL-TIME EQUIVALENT STUDENTS AT JTCC AND IN THE VCCS 1984-85

During 1984-85, John Tyler Community College ranked 7th of the 23 colleges in the Virginia Community College System relative to full-time equivalent students (FTES). See Table 4. JTCC's drop from sixth to seventh place can be attributed to enrollment declines each quarter of the 1984-85 academic year. Other colleges slipping in rank were Danville Community College from 9th to 10th place, Lord Fairfax Community College from 17th to 18th place, and Paul D. Camp Community College from 19th to 21st place. Colleges that achieved a higher rank were Southwest Virginia Community College from 7th to 6th place, Piedmont Virginia Community College from 10th to 9th place, Germanna Community College from 18th to 17th place, and Patrick Henry Community College from 21st to 19th place.

TABLE 1
FTES AT JTCC BY QUARTER
1983-84 and 1984-85

	SUMMER*	FALL	WINTER	SPRING	ANNUAL
1983-84	239	2,123	1,800	1,586	2,075
1984-85	210	1,806	1,659	1,455**	1,850**
Percent of Change	(12)	(15)	(8)	(8)	(11)

*Annual Equivalent
**Preliminary

Although JTCC experienced declines in FTES each quarter, the most significant decrease was in Fall Quarter FTES which were down by 15 percent between 1983 and 1984 (see Table 1). Summer Quarter FTES were down by 12 percent for the same period and Winter and Spring FTES were down by 8 percent each. Annual FTES are projected to be down by 11 percent between 1983-84 and 1984-85.

Specifically, Fall 1984 declines in enrollment at John Tyler Community College can be attributed primarily to a 22 percent decline in full-time students, a 16 percent decline in male students, and a 15 percent decline in out-of-state students (see Table 2). Because an increasing number of students are enrolling on a part-time basis, student credit hours and full-time equivalent students are down by 15 percent each. Only off-campus students are up by 43 percent, which is attributed primarily to growth in the Midlothian area and expansion at Watkins Annex.

TABLE 2
JTCC FALL HEADCOUNT COMPARISONS
1983 & 1984

	1983	1984	Pct. of Change
Headcount	4,332	3,914	(9.6)
In-State	4,258	3,851	(9.5)
Out-of-State	74	63	(14.8)
Full Time	1,140	890	(21.9)
Part Time	3,192	3,024	(5.2)
Male	1,791	1,500	(16.2)
Female	2,541	2,414	(4.9)
Day	2,652	2,457	(7.3)
Evening	1,680	1,457	(13.2)
On Campus	3,924	3,332	(15.0)
Off Campus	408	582	42.6
First Time	1,697	1,494	(11.9)
Returning	2,583	2,371	(8.2)
Transfer	52	49	(5.7)
Credit Hours	31,870	27,117	(14.9)
FTES	2,124	1,808	(14.8)

Source: Student Enrollment Summary Reports

TABLE 3
JTCC FALL HEADCOUNT BY RESIDENCE
1983 & 1984

COUNTY/CITY	1983	1984	Pct. of Change
Amelia	45	35	(22.2)
Charles City	13	10	(23.0)
Chesterfield	1,630	1,596	(2.0)
Dinwiddie	158	196	24.0
Prince George	234	190	(18.8)
Surry	34	26	(23.5)
Sussex	68	63	(7.3)
Colonial Heights	360	321	(10.8)
Hopewell	388	376	(3.0)
Petersburg	599	488	(18.5)
Richmond	528	408	(22.7)
TOTAL (Service Area)	4,057	3,709	(8.5)
In State (Out of Service Area)	201	142	(29.3)
TOTAL (In-State)	4,258	3,851	(9.5)
Out-of-State	74	63	(14.8)
TOTAL ENROLLMENT	4,332	3,914	(9.6)

Source: Fall Enrollment Booklets, 1983 & 1984

Significant decreases are also observed in student headcount by residency (see Table 3). Students from all cities and counties decreased with the exception of Dinwiddie County (up by 24 percent). Declines for cities and counties in JTCC's Service Area were (in descending order): Surry (23.5 percent), Charles City (23 percent), Richmond (22.7 percent), Amelia (22.2 percent), Prince George (18.8 percent), Petersburg (18.5 percent) Colonial Heights (10.8 percent), Sussex (7.3 percent), Hopewell (3.0 percent), and Chesterfield (2.0 percent). Total Service Area enrollment was down by 8.5 percent while students in-state but outside the Service Area were down by almost one-third (29.3 percent). Total in-state student enrollment was down by 9.5 percent while out-of-state students were down by 14.8 percent.

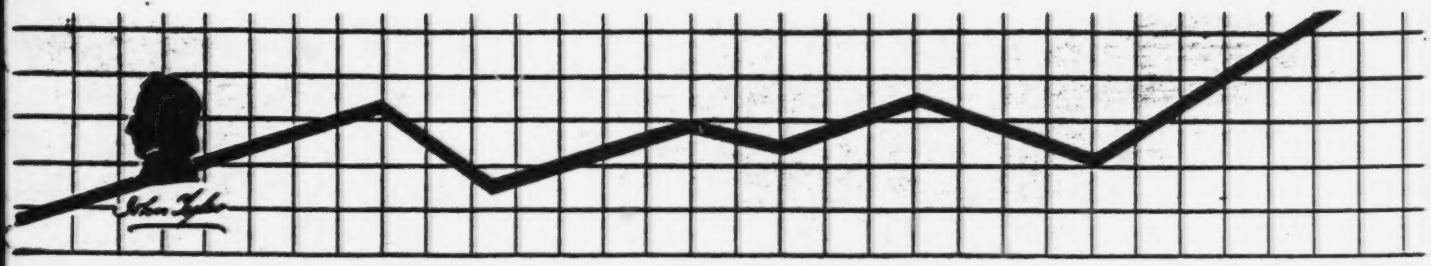
Although the College will meet its annual FTES enrollment projections of 1,811 for 1984-85, there is a need to continue to monitor enrollments. A marketing/recruitment plan for the College should encompass the foregoing trend data.

TABLE 4
VIRGINIA COMMUNITY COLLEGE SYSTEM
ESTIMATED ANNUAL FTES
1984-85

COLLEGE	ACTUAL FTES SUMMER 1984*	ACTUAL FTES FALL 1984	ACTUAL FTES WINTER 1985	EST FTES SPRING 1985	EST ANNUAL FTES 84-85	RANK IN VCCS
BRCC	64	1,004	861	870	976	15
CVCC	176	1,695	1,508	1,383	1,705	8
DSLCC	62	650	623	541	667	20
DCC	212	1,295	1,187	1,065	1,394	10
ESCC	24	205	200	167	215	23
GCC	69	797	677	640	774	17
JSRCC	526	4,318	3,988	3,440	4,441	3
JTCC	210	1,806	1,659	1,455	1,850	7
LFCC	47	792	654	623	737	18
MECC	136	1,247	1,094	1,050	1,266	12
NRCC	140	1,381	1,234	1,110	1,382	11
NVCC	1,843	15,264	13,380	12,050	15,408	1
PHCC	51	732	627	569	694	19
PDCCC	66	577	566	501	614	21
PVCC	143	1,525	1,300	1,187	1,480	9
RCC	33	628	556	480	588	22
SSVCC	99	817	765	725	868	16
SWVCC	254	1,840	1,691	1,710	2,001	6
TNCC	353	3,152	2,809	2,441	3,154	4
TCC	896	7,895	6,627	5,765	7,658	2
VHCC	114	1,025	909	855	1,044	14
VWCC	296	2,683	2,277	2,001	2,616	5
WCC	153	1,035	914	842	1,083	13
VCCS	5,967	52,363	46,106	41,470	52,615	

*Annual Equivalent

Source: Research and Planning, Virginia Community College Systems Office



Know the facts

Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 85-5 May 21, 1985

A COMPARISON BETWEEN FALL ENROLLMENT AT JTCC AND IN THE VCCS 1977 & 1984

"Enrollment management" is a term that is being used increasingly among college and university personnel in order to describe efforts to improve college marketing strategies. John Tyler Community College, like the other 22 colleges in the Virginia Community College System and institutions throughout the country, is making a concerted effort to analyze student enrollment patterns, evaluate past college practices in the area of recruitment and retention, and design a college marketing plan that will yield results.

In order to gain insight into ways in which student characteristics have changed in several years, below is a comparison of Fall 1977 and Fall 1984 enrollments at John Tyler Community College and the Virginia Community College System.* Highlights of this analysis include:

- The proportion of full-time student enrollment is down significantly at JTCC and in the VCCS. This is especially true for males.

- Proportionately, part-time students are up both at JTCC and in the VCCS. Female students who are part-time have especially been on the incline.

- Full-time students by curriculum have also changed significantly for the period 1977-1984. In the VCCS, there are proportionally more students in the college transfer program than at JTCC. Currently, JTCC has one of the highest proportions of students in occupational/technical programs in the VCCS. This is due in part to the composition of our Service Area as well as effects of a policy decision to have all developmental students assigned to a curriculum.

- The proportion of full-time unclassified students has dropped in the VCCS and at JTCC.

- While the proportion of full-time developmental students has dropped in the VCCS, there was a significant discrepancy in developmental students at JTCC and in the VCCS for Fall 1977. The latter may be due, in large measure to coding differences at the colleges.

- Changes in part-time students have not been as pronounced as those in full-timers. Although the proportion of part-time transfer students has increased moderately in the VCCS, the same group has remained fairly stable at JTCC.

*See pie charts and refer to paper by Dr. Donald E. Puyear entitled "Some Observations on Full time and Part time Enrollment in the VCCS, January 14, 1985.

- Part-time occupational/technical students have increased significantly at JTCC, which is attributable in part to coding changes in developmental studies students.

- Part-time unclassified students continue to command over half of all part-time students as expected. Again, attention should be given to the proportion of part-time developmental students at JTCC and in the VCCS.

- Finally, the proportion of males and females by sex has remained fairly constant during this period. While JTCC tends to enroll a higher proportion of blacks than is found overall in the VCCS, other colleges tend to have slightly more "other race" students.

CONCLUSIONS

It appears that declining numbers of full-time students and increases in part-time students will continue to affect the College's ability to meet its enrollment projections. Creative ways to reach nontraditional (adult) students seem to be the mandate for colleges like John Tyler.

Future research will address emerging student groups and their enrollment and retention patterns at the College, such as males who are full-time in a curriculum, females who are part-time and unclassified, etc.

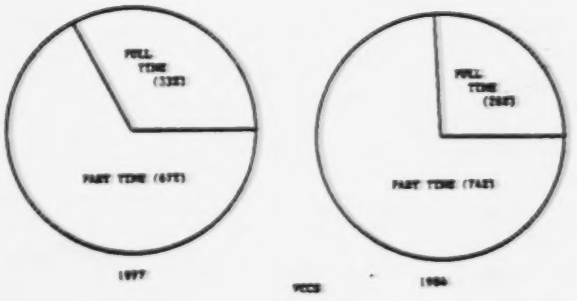
FALL 1977 AND 1984 ENROLLMENT COMPARISONS

JTCC Full time/Part time

There were approximately 3 part-time students to every full-time student in the Fall 1984 compared to about 2 part-timers to every full-time student in the Fall 1977.

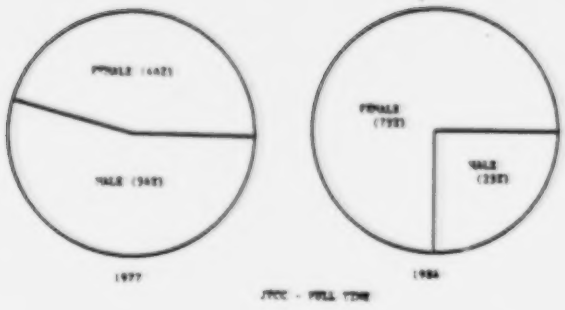
VCCS Full time/Part time

Although there have been slightly more full-time students in the VCCS, the ratio of part-time students to full-timers was similar to that of JTCC: 3 to 1 in the Fall 1984 and 2 to 1 in the Fall 1977.



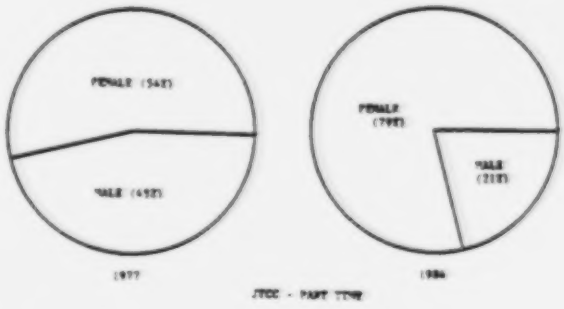
JTCC Full Time by Sex

Full-time students at JTCC have changed significantly by sex over the seven-year period (Fall 1977 - Fall 1984). In addition to fewer numbers, full-time males have dropped from slightly over 50% to 25%.



JTCC Part Time by Sex

The distribution of part-time students by sex has also changed significantly. Again, the percentage of male students who are part-time has dropped from almost half to less than one-fourth of all students.



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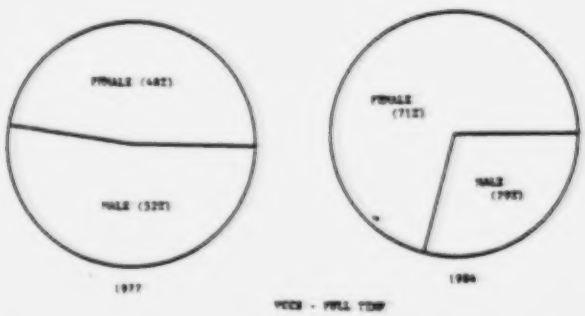
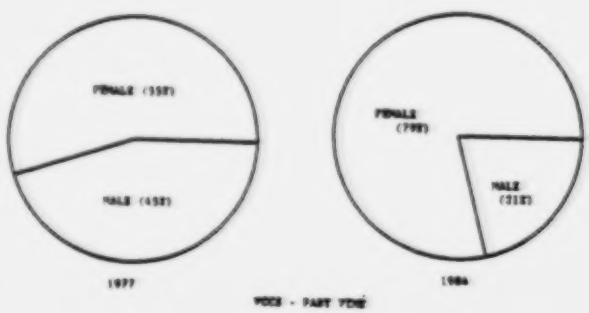
VCCS Full Time by Sex

Significant changes have occurred in full-time students throughout the VCCS by sex although changes have not been quite as sharp as those at JTCC. Males have declined from slightly over half of all students in 1977 to almost 30% in 1984.



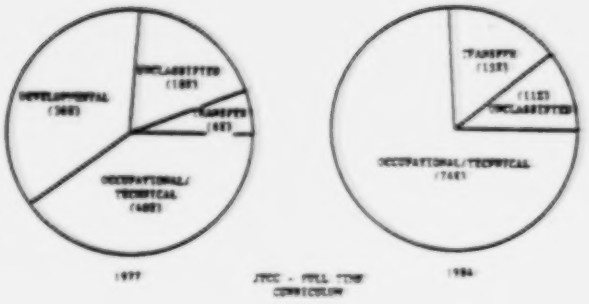
VCCS Part Time by Sex

The change between part-time students by sex is almost identical to that which has occurred at JTCC. Again, males have dropped from almost half to less than one-fourth of all students.



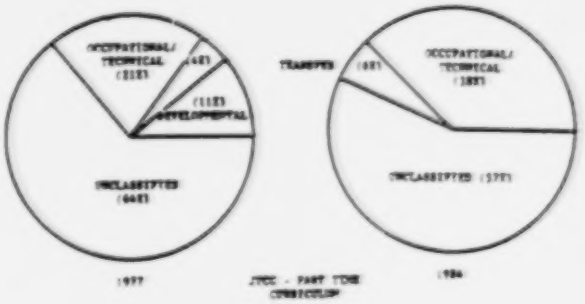
JTCC Full Time Curriculum

Curriculum comparisons are somewhat difficult to make at JTCC due to coding changes that went into effect for students who are pursuing developmental coursework. Developmental students are assigned to the curriculum that they have plans to pursue. Hence, occupational/technical full-time students increased from almost half to three-fourths of all students. The percentage of transfer students has increased from 6% to 15% while unclassified students have declined from 18% to 11%.



JTCC Part Time Curriculum

Similarly, part-time students in a curriculum have changed slightly from 64% unclassified to 57%, from 4% to 6% for transfer students, and from 21% to 38% for occupational/ technical students attributed primarily to the re-assignment of developmental studies students



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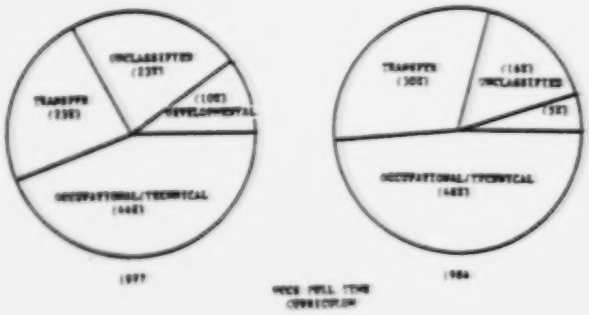
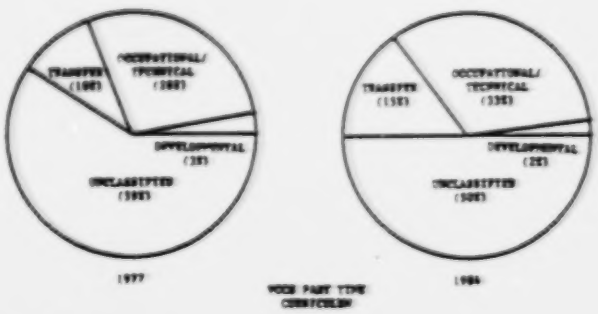
VCCS Full Time Curriculum

Full-time students within a curriculum have changed in all categories throughout the VCCS. Developmental students dropped from 10% to 5%, and unclassified students decreased from 23% to 16%. The proportion of full-time students who are in a college transfer program increased from 23% to 30% and occupational/technical students increased from 44% to 48%.



VCCS Part Time Curriculum

Part-time students in a curriculum in the VCCS have changed moderately in the past seven years. Unclassified students dropped from 59% to 50% and developmental students declined slightly from 3% to 2%. Transfer students went up from 10% to 15% and occupational/technical students increased from 28% to 33%.



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Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

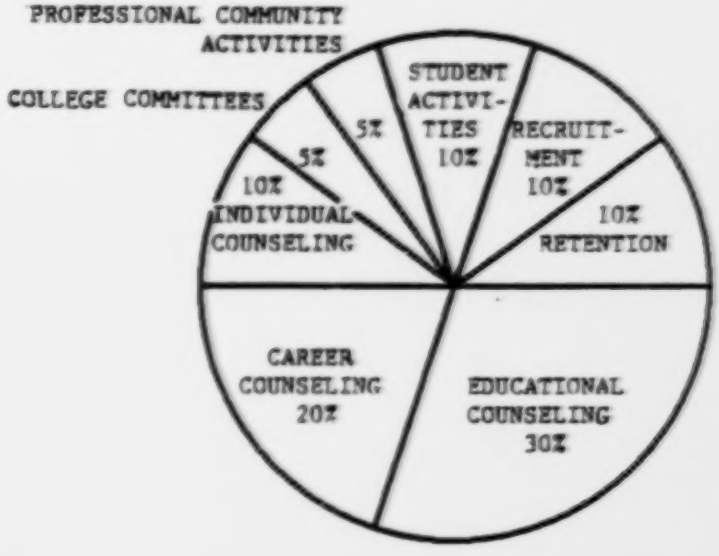
Research Report 85-6 SPECIAL ISSUE June 5, 1985

JTCC'S COUNSELING CENTER

The Counseling Program at John Tyler Community College has to be as versatile as the student body in an attempt to meet a variety of student needs. Both individual and group assistance is provided in planning (academic, life, and career), personal development (decision-making, self-awareness, and change), and skill development (study, job seeking, and problem solving).

Below is a description of the major services of the Counseling Center on the Main Campus for the period June 1, 1984 through May 1, 1985. A host of similar activities are provided at JTCC's Watkins Annex in Midlothian. There are at least eight major areas of counselor activity including: (1) Educational Planning Resources, (2) Career Planning Resources, (3) Individual Counseling Services, (4) College Committees and Organizations, (5) Professional and Community Activities, (6) Student Activities, (7) Recruitment Activities, and (8) Retention Activities. Figure 1 illustrates the approximate percentage of time devoted annually to various Counseling services.

FIGURE 1



The Counseling Center at John Tyler Community College is staffed by five professionals, which yields an approximate 800:1 student/counselor ratio. One of the Counselors devotes full time to the development and administration of the College's outreach center activities at Watkins Annex in Midlothian.

A brief description of each major activity follows:

. Educational Planning Resources - includes a wealth of resources to assist current, prospective, and former students in the pursuit of their educational goals. Materials include catalogs, books, guides, and cassette and video tapes. Software to be used on the microcomputer include COIN (the Coordinated Occupational Information Network) which includes information by region on all colleges in the United States (also available on microfiche), and DISCOVER, a career guidance system which covers educational/training opportunities in two-year, four-year, and graduate institutions.

. Career Planning Resources - houses information and resources to assist students in exploring careers and making job decisions. Menu driven programs are available to aid students in resume writing along with a variety of filmstrips, interest, aptitude, values and personality inventories in both paper/pencil and microcomputer formats.

. Individual Counseling Services - includes personal counseling by walk-ins or faculty referrals along with assistance for students with physical handicaps or learning disabilities. Study skills assistance is also provided upon request.

. College Committees and Organizations - the Counseling staff functioned on over fifteen standing committees and task forces at the College and within the System. These committees addressed topics such as Recruitment, Retention, Advising, Scheduling, and Curriculum and Instruction.

. Professional and Community Activities - the role of counselor in a community college necessitates a great deal of community interaction. JTCC's Counselors made several presentations in 1984-85 in a number of settings throughout the College's service area on topics such as Stress Management, Conflict Management, Time Management, and Career Opportunities. Over ten state and area conferences were attended in addition to offices and memberships held.

. Student Activities - a number of activities are planned and coordinated for JTCC's over 7,000 day and evening students annually. These activities range from quasi-formal to fun events.

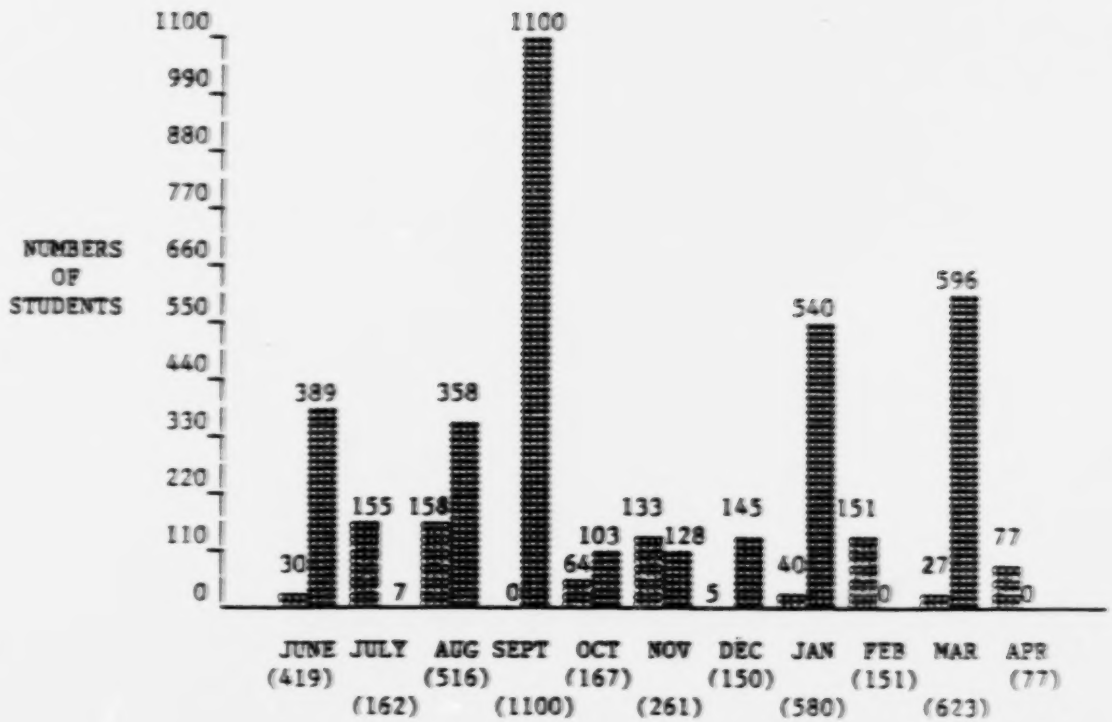
. Recruitment Activities - the Counselors make individual visits to each high school in JTCC's Service Area to participate in college and career days, along with attendance at special events.

. Retention Activities - a number of contacts are made with various target groups in an attempt to provide assistance and improve retention, including early warning letters, letters to students enrolled in a university parallel curriculum, letters to students enrolled in two or more developmental courses, early alert checklists completed by faculty, undecided students, and students in selected disciplines. Special informational seminars are conducted for both day and evening students.

Figure 2 provides a summary of individual student contacts (including appointments and drop-ins) by month. These figures represent persons who received direct assistance from a Counselor. They do not include students who received responses to quick questions or those who used resource rooms. Note that peak times for drop-ins coincide with registration periods in September, January, and March. The appointments were recorded around each mid-quarter (July, August, November, and February) when students tend to seek counselor assistance in resolving problems or engaging in advanced planning.

TABLE 2

JOHN TYLER COMMUNITY COLLEGE
COUNSELING CENTER
APPOINTMENT RECORD
JUNE 1984 - MAY 1985



SUMMARY	
JUNE 1, 1984 - MAY 1, 1985	
APPOINTMENTS	840
DROP-INS	3366
TOTAL	4206

Research Report 85-7 July 22, 1985

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WHY THEY DON'T COME BACK:
A Study of Non-Returning Students
Winter 1985 - Spring 1985

John Tyler Community College conducts an annual investigation of students who leave after one or more quarters of study in order to: (1) determine the students' primary goal for enrolling; (2) evaluate whether their goals were achieved; (3) ascertain reason(s) for their withdrawal; and (4) determine their current occupations and whether they plan to return in the future.

The Office of Institutional Research receives a printout each quarter of the regular session from the Computer Center of all students who were enrolled the previous quarter and did not return the current quarter. A total of 1,705 students was identified as non-returning between the Winter and Spring Quarters 1985.

Because of a special interest in full-time students who drop out, the decision was made to include each one in the sample (N=150). In addition, a systematic random sample of every fifth part-time student on an alphabetized roster was selected (N=263). Each of these students was mailed a single-sided questionaire consisting of thirteen items. The mailed instrument generated only a 13.3 percent response rate. Follow-up efforts were limited to telephone calls made over a three-week period, which boosted the response rate to 42 percent.

Below is a list of principal findings and recommendations for this study:

1. Proportionately, males tended to drop out at a higher rate than females, especially full-time males.

2. A much greater proportion of black full-time students dropped out compared to their representation in the population.

3. The City of Petersburg had more full-time drop-outs (proportionately) than any other city or county.

4. Curricula areas with the largest percentage of full-time dropouts were: Pending Curriculum, Electronics, Data Processing, Management, Business Administration, and Human Services.

5. Unclassified students accounted for over half of all students who dropped out. Overall, a large number of curricula students were enrolled in: Data Processing, Management, Business Administration, and Electronics.

6. Over half of the part-time student drop-outs who responded indicated that when they were last enrolled they were taking one 3-hour course.

7. Full-time students who dropped out tended to give "pursuit of a degree, certificate, or diploma" as their goal, whereas part-timers cited "taking one or more job-related courses."

8. Almost three-fourths of the students who responded to the survey said that their courses were helpful and they were satisfied with their educational experience, 80 percent of whom were part-time students and 53 percent who were full-time.

9. While almost 70 percent of the former students said they are working on a full- or part-time basis, only 5 percent said they are in school (full- or part-time). An additional 14 percent said they are unemployed while the remainder did not address this item.

10. Of those working, 60 percent said they are full-time. However, only 6 percent said they had received a promotion due to courses completed at the College.

11. Overall, 77 percent of the former students said they plan to return to JTCC. This number includes 73 percent of full-time students and 80 percent of the part-timers.

12. When asked to describe ways in which JTCC might improve its programs and services, several respondents said "offer more courses at Watkins Annex," "reduce course cancellations," and "offer a more flexible schedule (days and times)."

Following are <u>recommendations</u> based on the findings above:

1. That the Division Chairmen and Counseling Center staff evaluate the extent to which GENL 100 (Orientation) has been successful in providing students with information they need to do college work. (It may be that each department should consider supplementing the Orientation course by providing relevant information in one or two of its introductory courses.)

2. That the Dean of Academic and Student Services consider strengthening the College's Early Alert System by establishing an Early Alert Task Force. This group could be comprised of a small number of persons on the Retention Standing Committee.

3. That the College investigate creative ways to strengthen advising and scheduling by implementing as many recommendations as possible from the two task force reports on Student Advising and Class Scheduling.

4. That the development of a Student Tracking System become a collegewide priority item, especially for full-time students, utilizing the expertise of counselors and faculty.

5. That the College contact <u>every</u> student who drops/stops out to (1) determine if they were satisfied with the College's programs and services; and (2) provide information concerning new courses, programs, and services. The implementation of this task will require delegation to an office that has support staff and electronic data processing capability.

Know the facts

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Research Report 85-8 August 27, 1985

A COMPARISON OF STUDENT ENROLLMENT (UNDUPLICATED HEADCOUNT & FTES) 1983-84 & 1984-85

During 1984-85, unduplicated student headcount enrollment in the Virginia Community College System decreased by 4,452 students or 2 percent compared to 1983-84 figures, while annual full-time equivalent students (FTES) declined by 4,960 or 8.6 percent (See Tables 1 and 2).

John Tyler Community College's annual unduplicated credit student headcount declined by only 4 students from 7,246 in 1983-84 to 7,242 in 1984-85. However, annual FTES dropped by 221 students or 10.7 percent from 2,074 in 1983-84 to 1,853 in 1984-85. This means that JTCC is enrolling a fairly stable number of headcount students but these students are taking fewer credits on the average.

JTCC ranks 7th among the 23 colleges in the VCCS behind first ranked Northern Virginia, Tidewater, J. Sargeant Reynolds, Thomas Nelson, Virginia Western, and Southwest Virginia. Trailing JTCC were Central Virginia, Piedmont Virginia, Danville, New River, Mountain Empire, Wytheville, Virginia Highlands, Blue Ridge, Southside Virginia, Germanna, Lord Fairfax, Patrick Henry, Dabney S. Lancaster, Paul D. Camp, Rappahannock, and Eastern Shore.

TABLE 1
VIRGINIA COMMUNITY COLLEGE SYSTEM
ANNUAL UNDUPLICATED CREDIT STUDENT HEADCOUNT
1984-85

	1984-85	1983-84	Number Increase	Percent Increase
Blue Ridge	3,427	3,245	182	6
Central Virginia	5,805	5,734	71	1
Dabney S. Lancaster	2,209	2,049	160	8
Danville	3,287	3,484	(197)	(6)
Eastern Shore	736	757	(21)	(3)
Germanna	3,262	2,884	378	13
J. Sargeant Reynolds	17,511	18,978	(1467)	(8)
JOHN TYLER	7,242	7,246	(4)	0
Lord Fairfax	2,705	2,870	(165)	(6)
Mountain Empire	6,259	5,672	587	10
New River	4,825	5,058	(233)	(5)
Northern Virginia	55,989	59,322	(3333)	(6)
Patrick Henry	2,784	2,085	699	3
Paul D. Camp	1,989	2,166	(177)	(8)
Piedmont Virginia	6,525	6,653	(128)	(2)
Rappahannock	2,183	2,235	(52)	(2)
Southside Virginia	3,160	3,242	(82)	(3)
Southwest Virginia	8,232	6,488	1744	27
Thomas Nelson	9,370	10,462	(1092)	(10)
Tidewater	24,674	26,416	(1742)	(7)
Virginia Highlands	2,875	2,445	430	18
Virginia Western	9,465	9,118	347	4
Wytheville	3,041	3,398	(357)	(11)
TOTAL - VCCS	187,555	192,007	(4452)	(2)

Source: Annual Unduplicated Student Enrollment Booklet

ANNUAL 1984-85 FTES ENROLLMENTS AT VIRGINIA COMMUNITY COLLEGES

COMPARISON OF 1984-85 FTES ENROLLMENTS WITH 1983-84

	ANNUAL FTES 1984-85	ANNUAL FTES 1983-84	N INCREASE 1983-84	PCT INCREASE 1983-84
Blue Ridge	975	1,070	(95)	(8.9)
Central Virginia	1,704	1,903	(199)	(10.5)
Dabney S. Lancaster	667	665	2	.3
Danville	1,393	1,669	(276)	(16.5)
Eastern Shore	212	189	23	12.2
Germanna	776	791	(15)	(1.9)
J. Sargeant Reynolds	4,416	4,995	(579)	(11.6)
JOHN TYLER	1,853	2,074	(221)	(10.7)
Lord Fairfax	735	818	(83)	(10.1)
Mountain Empire	1,243	1,247	(4)	(.3)
New River	1,378	1,505	(127)	(8.4)
Northern Virginia	15,440	16,825	(1385)	(8.2)
Patrick Henry	698	650	48	7.4
Paul D. Camp	611	709	(98)	(13.8)
Piedmont Virginia	1,473	1,640	(167)	(10.2)
Rappahannock	586	631	(45)	(7.1)
Southside Virginia	876	886	(10)	(1.1)
Southwest Virginia	1,949	1,984	(35)	(1.8)
Thomas Nelson	3,160	3,625	(465)	(12.8)
Tidewater	7,663	8,443	(780)	(9.2)
Virginia Highlands	1,039	1,077	(38)	(3.5)
Virginia Western	2,624	2,947	(323)	(11.0)
Wytheville	1,061	1,149	(88)	(7.7)
TOTAL VCCS	52,532	57,492	(4960)	(8.6)

Source: Annual Unduplicated Student Enrollment Booklet, 1984-85

Table 1 further illustrates that the greatest percentage increase in student headcount enrollment between 1983-84 and 1984-85 occurred at Southwest Virginia (up by 27 percent), followed by Virginia Highlands (up by 18 percent), Germanna (up by 13 percent), Mountain Empire (up by 10 percent), Dabney S. Lancaster (up by 8 percent), Blue Ridge (up by 6 percent), Virginia Western (up by 4 percent), Patrick Henry (up by 3 percent), and Central Virginia (up by 1 percent). The greatest percentage decrease can be observed at Wytheville (down by 11 percent), followed by Thomas Nelson (down by 10 percent), J. Sargeant Reynolds and Paul D. Camp (down by 8 percent), Tidewater (down by 7 percent), Danville, Lord Fairfax, and Northern Virginia (each down by 6 percent), New River (down by 5 percent), Eastern Shore and Southside Virginia (down by 3 percent), Piedmont and Rappahannock (down by 2 percent). John Tyler Community College had a stable headcount for the years specified.

Table 2 gives FTES comparisons which differ from headcount comparisons primarily because the ratio between the two figures is widening. This is due to larger numbers of part-time students who are pursuing studies. Patrick Henry and Eastern Shore had the only substantial percentage increases in FTES (up by 7.4 percent and 12.2 percent, respectively), while Dabney S. Lancaster was up by .3 percent. Following are percentage decreases in FTES (in descending order): Danville (down by 16.5 percent), Paul D. Camp (down by 13.8 percent), Thomas Nelson (down by 12.8 percent), J. Sargeant Reynolds (down by 11.6 percent), Virginia Western (down by 11.0 percent), John Tyler (down by 10.7 percent), Central Virginia (down by 10.5 percent), Piedmont Virginia (down by 10.2 percent), Lord Fairfax (down by 10.1 percent), Tidewater (down by 9.2 percent), Blue Ridge (down by 8.9 percent), New River (down by 8.4 percent), Northern Virginia (down by 8.2 percent), Wytheville (down by 7.7 percent), Rappahannock (down by 7.1 percent), Virginia Highlands (down by 3.5 percent), Germanna (down by 1.9 percent), Southwest Virginia (down by 1.8 percent), Southside Virginia (down by 1.1 percent), and Mountain Empire (down by .3 percent).

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